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ABSTRACT

The first phase of this three-phase study focused on identifying occupations (job titles), projecting employment and employment opportunities, determining employment qualifications, and identifying clusters of technical occupations and attendant competencies. Data were obtained from 814 questionnaires completed during 483 interviews conducted with business and industry personnel: 34 for child care, 113 for foods, 161 for clothing and textiles, and 175 for housing and home furnishings. The interviews yielded employment qualifications and opportunities for 69 specific job titles. Employment data included 5,347 full-time and 2,143 part-time employees. Increased employment was anticipated in approximately 50 percent of the job titles. Clusters of job titles requiring common competencies are presented in chart form. A bibliography, questionnaires, and an interview guide are appended. Phases II and III are available as VT 010 022 and VT 010 023, respectively. (CH)

ED035715

GAINFUL EMPLOYMENT IN HOME ECONOMICS

PHASE I

An Assessment of the Occupational Opportunities
in the State of Florida Utilizing Knowledge
and Skills Derived from the
Field of Home Economics

Agnes Fenster Ridley

The Florida State University

Tallahassee, Florida

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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STATE DEPARTMENT OF EDUCATION

Contract No. RCU 67–1

July 1, 1966 – June 30, 1967

THE FLORIDA STATE UNIVERSITY
TALLAHASSEE 32306

SCHOOL OF HOME ECONOMICS
DEPARTMENT OF HOME ECONOMICS EDUCATION

Dr. Carl W. Proehl
Assistant Superintendent
Division of Vocational, Technical and
Adult Education
State Department of Education
Tallahassee, Florida 32304

Dear Dr. Proehl:

In compliance with Project No. RCU-67-1 approved for funding on November 15, 1966, I am submitting to you a completed copy of the report as approved by the Advisory Committee. All suggestions and corrections relative to the preliminary report which was submitted to the Advisory Committee were observed and appropriate action was subsequently taken.

The report covers all aspects of Phase I of the study as approved for funding. It provides background of the study, review of pertinent literature, and analysis of data for use in future planning of curriculum in the area of gainful employment in home economics at the secondary level. The report should prove useful especially to home economics educators whose aim is the development of a meaningful program in gainful employment.

Sincerely,

Agnes F. Ridley

Agnes F. Ridley
Principal Investigator

ACKNOWLEDGMENTS

The graduate students who completed theses on various portions of the research are to be commended for their sincere interest in the study and for the quality of their manuscripts. One of the objectives of the project was the education of potential researchers. Dr. Virginia Bert, who served as research assistant, aided the principal investigator in numerous ways such as directing the preliminary drafts of the theses, coordinating the work at the computing center and, in general, expediting the study. She is presently employed in the Program Services, State Department of Education, as Vocational Studies Assistant, RCU.

Miss Betty Mann completed a portion of the study as her Master's thesis: "Opportunities for and Characteristics of Home Economics Wage-earning Occupations." She is presently employed as Supervisor, Home Economics, Sarasota County, Florida. Her continued interest in the study is evident by the many times she has appeared on programs to present the major findings of the thesis.

Miss Sue Collins' thesis is entitled "Homemaker Services Used by Homemakers". She is presently employed as home

economist for the American Dairy Council, Orlando, Florida. Miss Collins has also appeared on numerous programs such as the annual meeting of the Florida Home Economics Association to present the findings of her thesis.

Mrs. Sylvia Wade Beaver fulfilled the partial requirements for her Master's degree by completing her thesis on "Home Economics Related Occupations Grouped by the Clustering Technique." She is presently employed by the Hoke-Smith School, Atlanta, Georgia where she is teaching high school girls to be child care aides. She also teaches an adult class of women who are interested in gainful employment in home economics.

Mrs. Judy Holcombe Dowell completed her Master's thesis on "Interest of Administrators, Counselors, Teachers, Parents and Students in Courses in Gainful Employment in Home Economics." Since her thesis did not fulfill one of the stated objectives of the study, it was not included in the report. It is anticipated, however, that a manuscript will be submitted in the near future to a professional journal. Mrs. Dowell continued her education and has completed one year of doctoral work on an interdivisional degree in Home Economics Education and Home and Family Life. She has accepted an appointment to the faculty at Western Carolina

University, North Carolina. She plans to return to The Florida State University at a later date to complete her dissertation.

The investigator is sincerely grateful to the members of the Supervisory Committee who were willing to assist with Phase I of this study. Each member made time in his or her full schedule to read the preliminary copy and to offer helpful suggestions.

This study would not have been possible without the excellent cooperation of five county supervisors of home economics and seventy-six home economics teachers who conducted and assisted with the interviews. They were most persistent in their efforts to obtain the desired information.

Sincere appreciation is expressed to Bryan Ridley who meticulously prepared the numerous graphs for this study and for inclusion in the theses.

Mrs. Shirley A. Gurney was unrelenting in her efforts to have each page of the typing in perfect order for the camera-ready copy to present to the publishers of this report.

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TABLE OF CONTENTS

Page

LETTER OF TRANSMITTAL ii

ACKNOWLEDGMENTS iii

LIST OF TABLES xi

LIST OF ILLUSTRATIONS xiii

Chapter

I. INTRODUCTION 1

Background of the Study
Definition of Terms
Basic Assumption of the Study
Delimitations
Limitations of the Study

II. REVIEW OF THE LITERATURE 13

III. PROCEDURE 22

Development of the Data Gathering Instruments
Selection of the Sample
Interview Procedures

IV. ANALYSIS OF DATA: GAINFUL EMPLOYMENT IN BUSINESS ESTABLISHMENTS 29

V. ANALYSIS OF DATA RELATED TO HOMEMAKER SERVICES 86

Current Number of Homemakers Employing Home Service Workers
Annual Entry Opportunities
Child Care Workers
Companion Aides

Family Food Service Workers
Special Clothing Service Workers
Consultant Service Workers
Consultants for Selection and Construction of Home Furnishings
Household Service Workers
Job Characteristics
Competencies Needed in Home Service Occupations

VI. ANALYSIS OF DATA BY CLUSTERING TECHNIQUE . 131

Clusters
Selected Personal Characteristics
Selected Competencies
  Child Care
  Food
  Housing and Home Furnishings
  Clothing and Textiles

VII. DISCUSSION AND CONCLUSIONS 159

Discussion Related to Employment in Business
Conclusions
Discussion Related to Homemaker Services
Discussion Related to Clustering
Concluding Clusters

APPENDICES 176

BIBLIOGRAPHY 208

LIST OF TABLES

Table Page

1. Sources of Employees By Category and By Job Title 36

2. Levels of Employment By Category and By Job Title 40

3. Fringe Benefits By Category and By Job Title 47

4. Required Clothing for Employees by Category and By Job Title 52

5. Age Requirements for Employment By Category and By Job Title 56

6. Educational Requirements By Category and By Job Title 59

7. Recommended Background of Experience By Category and By Job Title 63

8. On-the-job Training Provided By Category and By Job Title 66

9. Necessary Physical Abilities By Category and By Job Title 72

10. Criteria for Promotion By Category and By Job Title 81

11. Employment Related to Homemaker Services 92

12. Sources for New Employees Reported By Homemakers 96

13. Monthly Starting and Top Salary for Full-time Home Service Employees 111

Table Page
14. Fringe Benefits for Home Service Occupations 113

15. Age Requirements for Home Service Occupations 116

16. Desired Sex of Employees for Home Service Occupations 117

17. Background of Experience for Home Service Occupations 118

18. Health Requirement for Home Service Occupations 121

19. Physical Ability Requirements for Home Service Employment 124

20. Dress Requirements for Home Service Occupations 125

21. Competencies Needed for Home Service 129

22. Job Titles Clustered By Subject Categories . . 133

23. Personal Characteristics Categorized By Job Clusters 136

24. Summary of Essential Personal Characteristics By Subject Area Category 138

25. Frequencies of Distribution of Employees Needing Competencies in Areas of Home Economics Showing Level of Ability and Knowledge and Degree of Importance By Subject Area Category 141

26. Summary of Essential Competencies By Subject Area Category 150

LIST OF ILLUSTRATIONS

Figure Page

1. Population Density - 1960 27

2. Percentage of Business Interviews for Home Economics Categories 31

3. Percentage of Persons Employed in Home Economics Wage-earning Occupations 32

4. Average Length of Part-time Employment for Home Economics Wage-earning Occupations 33

5. Anticipated Change in Employees of Home Economics Wage-earning Occupations, 1966-68 . . 35

6. Working Hours Per Week for Home Economics Wage-earning Occupations 44

7. Average Starting and Top Salaries for Home Economics Wage-earning Occupations 45

8. Sex Preference for Home Economics Wage-earning Occupations 51

9. Health Requirements for Home Economics Wage-earning Occupations 70

10. Required Regulations for Home Economics Wage-earning Occupations 77

11. Opportunities for Promotions for Home Economics Wage-earning Occupations 78

12. Characteristics for Promotions for Home Economics Wage-earning Occupations 80

Figure Page

13. Distribution of Homemakers by Socio-economic Level 87

14. Percentages of Homemakers by Socio-economic Level Employing Full-time Home Service Workers. . 89

15. Percentages of Homemakers by Socio-economic Level Employing Part-time Home Service Workers. . 90

16. Percentages of Homemakers Indicating Fringe Benefits for Home Service Occupations 115

17. Competencies Needed in all Areas 172

CHAPTER I

BACKGROUND OF THE STUDY

The economic and psychological well-being of any nation depends, in part, on the gainful employment of all of its citizens. Twenty million young workers will enter the labor market between 1960 and 1970. According to a summary report[1] on vocational education, eight out of ten of those young workers will not enter college. The report also indicated that these young workers will need to prepare themselves to be gainfully employed while they are students in high school or in post-secondary schools designed specifically to prepare youth to enter the world of work. The wives, mothers and widows who also will enter the world of work will require marketable skills in the decade ahead.

Dr. Carl W. Proehl, in a keynote address to the attendants of the State Home Economics Teachers Conference,

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[1] Florida, State Department of Education. The Florida Study of Vocational-Technical Education (Tallahassee: 1965) p. 1. (Hereinafter referred to as The Florida Study.)

Clearwater, October 20, 1967, cited some meaningful statistics in relation to the employment of women. He stated that

> "one highly significant change has been the increase in the number of women who are entering the labor force. A report of the Bureau of Labor Statistics indicated that women composed 35 per cent of the national labor force in 1965. In Florida, however, that proportion had already been reached by 1960. The report also shows that 85 per cent of gainfully employed women were over 35 years of age."[1]

The Florida Study of Vocational-Technical Education which was directed by Dr. Doak S. Campbell, President Emeritus, The Florida State University, Tallahassee, and sponsored by the State Department of Education, listed the following recommendation:

> In order for home economics to benefit fully from funds to be provided through federal legislation, more emphasis will need to be given to home economics programs that are related directly to gainful employment. It is recommended that an analysis be made at once to determine the types of such programs that are in greatest demand.[2]

Miss Frances Champion, Director, Home Economics Education recognized the need for implementing Dr. Campbell's recommendation for a study on gainful employment knowledge and skills related to home economics as she indicated by letter in August, 1965. Then in April, 1966, Miss Champion; Miss Allie Ferguson, Occupational Consultant, Home Economics Education; and Dr. Kenneth Eaddy, Senior Specialist, Florida Vocational Program, Research and Evaluation Coordinating Unit, met in conference with Dr. Hortense M. Glenn, Dean, School of Home Economics; Dr. Anne Buis, Head, Home Economics Education; and Dr. Agnes F. Ridley, Associate Professor, Home Economics Education, all of The Florida State University, to discuss the possibility of initiating a study concerned with gainful employment in the secondary schools of Florida.

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[1] Carl W. Proehl, "New Dimensions for a New-Era" (speech given at the State Home Economics Teachers Conference, Clearwater, Fla., Oct. 20, 1967), p. 2. (Mimeographed.)

[2] The Florida Study, p. vi.

In addition to home economics being able to participate fully in Federal funds, the attainment of the objectives of this study should facilitate (1) the writing of job descriptions; (2) the clustering of job descriptions; (3) the structuring of course outlines for various curricula; (4) the testing of experimental programs; (5) the vocational counseling of students; and (6) the development of a state guide for wage-earning occupations in home economics in the secondary schools.

This publication is concerned with a report of Phase I of a three-phase study. The three-year study is concerned primarily with the occupational opportunities assessment in the field of home economics knowledge and skills and with the utilization of this information in experimental programs in the State of Florida. More specifically, the three phases of the study include the identification of job characteristics and competencies by means of a survey, the development of non-detailed curricula for present and emerging occupational fields, the education resources development and education of selected teachers, the implementation of curriculum in cooperating schools and the production of a state guide on gainful employment in home economics in the secondary schools of Florida.

The Purposes of Phase I (July 1, 1966 - June 30, 1967) of the study were

1. To identify occupations and job titles in Florida that require home economics knowledge and skills;
2. To estimate the present number of employees and the annual entry opportunities;
3. To determine job characteristics such as salary, minimum age, labor law and union restrictions, required education and experience, licensing and certification;
4. To cluster occupations and job titles for which common technical educational needs exist;
5. To identify competencies needed in each cluster of occupations.

In brief, the purposes of Phase II (July 1, 1967 - June 30, 1968) are twofold:

1. To prepare non-detailed curricula for the identified occupations that are in greatest demand,
2. To educate selected teachers for the task of implementing the curricula in the secondary schools by means of a seminar,
3. To implement the curricula in selected secondary schools,
4. To evaluate the experiment.

Phase III (July 1, 1968 - June 30, 1969) will be concerned with the development of a guide on gainful employment in home economics in the secondary schools of Florida.

A general secondary purpose of this study was to educate vocational researchers. This secondary purpose was in line with a statement made by Dr. Rupert Evans, in Chicago, on April 16, 1964: "We must insist that every research project have a secondary purpose of training additional research personnel." The training of vocational education researchers is being accomplished by involving both Master's and doctoral students in the study at The Florida State University, Department of Home Economics Education. Three theses[1] which were completed as partial fulfillment of the requirements for the degree of Master of Science served as the main basis for this report of Phase I.

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[1] Sylvia W. Beaver, "Home Economics Related Occupations Grouped by the Clustering Technique" (unpublished Master's thesis, The Florida State University, August, 1967); Sue E. Collins, "Home Service Occupations Used by Homemakers" (unpublished Master's thesis, The Florida State University, May, 1967); Betty L. Mann, "Opportunities for and Characteristics of Home Economics Wage-Earning Occupations" (unpublished Master's thesis, The Florida State University, August, 1967).

Definition of Terms

The following terms were defined in order to increase understanding of the study:

Competencies: skills, qualifications, characteristics and abilities necessary for accomplishment of a job. Capacity equal to requirement; adequate fitness or ability, the state of being competent.[1]

Home Economics: the field of knowledge and service primarily concerned with strengthening family life through: educating the individual for family living; improving the services and goods used by families; conducting research to discover the changing needs of individuals and families and the means of satisfying these needs; and furthering community, national and world conditions favorable to family living.[2]

Home Economics Related Jobs: entry-level occupations to which home economics knowledge and skills may contribute. The occupations are those which provide services to families in the home or to persons in institutions or similar group situations; those which provide assistance to professional home economists and professionals in fields related to home economics in business, agencies and organizations, and other occupations directly related to one or more home economics subject matter areas.[3]

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[1] Webster's New International Dictionary of the English Language, 3rd ed., 1961, p. 463.

[2] Committee on Philosophy and Objectives of Home Economics, American Home Economics Association, Home Economics New Directions: A Statement of Philosophy and Objectives (Washington, D.C.: by the association, 1959) p. 4.

[3] Helen A. Loftis, "A Survey of The Attitudes Held by Certain South Carolina Ninth and Twelfth Grade Girls Toward Home Economics Related Jobs" (Department of Home Economics, Winthrop College, Rock Hill, South Carolina, 1966), p. 21.

Home Service Occupations: synonymous with the term private household workers which are workers employed in private households, performing tasks which are familiar to all homemakers. They prepare and serve meals, make beds, do cleaning and laundering and take care of children.[1]

Job Title: job name and/or description.[2]

Job Titles Which Utilize Home Economics Knowledges and Skills: refers to the names of occupations which have salable skills based on the knowledge in such areas as child care; food selection and service; nutrition; clothing construction, selection and care; textiles; housing, home furnishings; and home equipment.[3]

Level of Employment: refers to the following degrees of abilities required for performance:

a) Unskilled workers perform in manual occupations which have no requirements of special dexterity, understanding, judgment or responsibility.

b) Semi-skilled workers perform in manual occupations which require dexterity limited to a well-defined routine which does not require important decisions.

c) Skilled workers perform in craft and manual occupations which require a thorough knowledge of processes involved in the work. They exercise independent judgment, a high degree of manual dexterity and responsibility for valuable products or equipment. Apprenticeship or extensive training is usually necessary for qualification.

d) Service-workers perform in occupations which provide assistance to others.

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[1] U.S. Bureau of Labor Statistics, Occupational Handbook, Bulletin No. 1450, (Washington, D.C.: U.S. Government Printing Office), p. 331.

[2] Ibid., p. 6.

[3] Agnes F. Ridley, "Research Proposal" (unpublished research proposal RCU-67-1, Department of Home Economics Education, The Florida State University, November, 1966), Attachment B.

e) Sales workers perform in occupations concerned with the sales of commodities, investments, real estate, services and occupations closely identified with sales transactions.

f) Clerical workers perform in occupations concerned with preparing, transcribing, transferring, filing and preserving written communications and records.

g) Managerial workers perform in occupations that involve policy-making, planning, supervising and guiding work activity for others.

h) Technical workers perform in occupations which require post-high school training of two years to carry out details of projects conceived by professional, engineering, skilled and operational workers.

i) Professional workers perform in occupations which require a high degree of mental activity. A college degree is necessary for qualification.[1]

Occupational Cluster: occupations around common patterns of interest, aptitude, general educational development, temperament and physical demands.[2]

Occupational Education: education which prepares individuals for occupations rather than instruction leading to a professional degree.[3]

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[1] Florida, State Department of Education, Division of Home Economics, "Levels of Employment," (Tallahassee, 1966). (Mimeographed.)

[2] G.W. Neubauer, "The Cluster Concept" (State Department of Education: Tallahassee, Florida, 1966), p. 10 (Mimeographed.)

[3] *The Florida Study*, p. vi.

Professional Home Economist: a Bachelor's degree with a major: (a) in home economics or (b) in a specialized area related to home economics with a minimum of two years of work experience in home economics.[1]

Qualifications: natural endowments or acquirements which fit a person for employment.[2]

Requirements: necessities or demands to be fulfilled by a person desiring employment.[3]

Vocational Education: training or retraining which is conducted as a part of a school or class program to fit individuals for employment as semi-skilled, skilled or technical workers in a recognized wage-earning occupation.[4]

Basic Assumptions of the Study

Certain basic assumptions seem to underlie the study. It was assumed that the representatives of businesses in the sample would be willing to respond to the interviewer. It was further assumed that both housewives and business representatives would be capable of responding accurately. It was assumed that since the interviewers were home economics teachers they would have sufficient knowledge of each area that questions by the respondents could be clarified.

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[1] "Constitution and By-laws," Journal of Home Economics, Vol. 58 (September, 1966), p. 605.

[2] Webster's New International Dictionary of the English Language, 3rd ed., 1961, p. 1858.

[3] Ibid., p. 1929.

[4] U.S. Congress, House, Vocational Education Act of 1963, Pub. L. 210, 89th Cong., 1st sess., 1963, H.R. 4955, p. 5.

Another basic assumption was that the sample represented statistical populations which were normally distributed. It was also assumed that the interviewers were equally informed on interview techniques since detailed information on the subject was given to each member of the team. (See Appendix C.)

Delimitations

This study was limited to:

1. Employment opportunities and characteristics of occupations within Florida which utilize home economics knowledges and skills below the college level.

2. Job titles of the following occupational categories:

    I. Child care services

    II. Food Services

        a) Bakeries
        b) Caterers
        c) Hospitals
        d) Nursing homes
        e) Schools

    III. Clothing and Textile Services

        a) Bridal shops
        b) Clothing stores
        c) Women's apparel shops
        d) Cleaners
        e) Laundries
        f) Linen services
        g) Fabric stores
        h) Sewing machine stores

    IV. Housing and Home Furnishings Services

        a) Drapery stores

b) Equipment and/or furnishings stores
c) Furniture stores
d) Refinishing shops
e) Upholstery businesses
f) Floral shops

V. Home Service Occupations

a) Child care workers
b) Companion aides
c) Family food service workers
d) Special clothing service workers
e) Household service workers
f) Consultant service workers

3. Occupational job titles which were not performed by professional home economists. In most instances, the job titles were performed by aides who worked under supervision.

4. Businesses listed in telephone directories of the following twelve counties in the State of Florida: Bay, Brevard, Collier, Dade, Escambia, Hernando, Leon, Marion, Monroe, Orange, Palm Beach and Taylor.

5. Hotels, motels and restaurants were not included in this study since the information is available through The Florida Study of Vocational Education and since, in the State of Florida, training for these occupations is lodged administratively in the vocational area of Trade and Industries.

Limitations

The study has some rather apparent limitations. Some of the occupations had less than five in the sample; therefore, the findings may not warrant a conclusion. Then, too, the businesses that appeared in the sample may not be representative of the State of Florida since it was possible for nursing homes, for example, to be from only the sparsely populated counties. It is conceivable that the respondents were less than accurate in their appraisal of the business. The huge number of respondents could have introduced uncontrolled variables. The questionnaires, like all others, have limitations.

CHAPTER II

REVIEW OF LITERATURE

Because of a paucity of reported research on gainful employment in home economics, the review of literature is limited. Numerous studies are presently in progress but the final reports have not been published. Also, many of the reviewed reports are only portions of larger studies.

A study made in 1964 in Broward County, Florida, indicated evidence of immediate employment opportunities for clothing alterationists. They were needed primarily in ready-to-wear shops which catered to tourists. As a result of this expressed need, in January, 1964, a pilot class in alterations for wage-earning was offered. Sixteen women enrolled but individual counseling indicated only five of them desired employment after completion of the course. Of the five, four developed the competency to be employed. Advanced clothing construction courses were offered September, 1964, because women with adequate sewing skill were difficult to recruit for gainful employment. Eighty-six women enrolled. In January, 1965, twenty of the eighty-six women developed adequate skill to qualify for 120 hours of additional training to prepare for employment.[1]

During 1964, Moore and Morse conducted a survey utilizing a cartoon-type booklet questionnaire which they developed. Persons who had been hospitalized during 1964 were surveyed as potential employers of homemaker services. The respondents in the study were selected randomly from the total number of admittances to the two hospitals in Riley County, Kansas. Those patients considered unlikely to use a homemaker service were excluded. The conclusion of the study was that the attitude toward using a homemaker service in the county was very favorable. Nearly half the respondents indicated that they could have used a homemaker service, and slightly more than three-fourths specified that the county should have such a service.[2]

In 1964, Starck investigated the competencies and characteristics of fabric sales clerks in the cities of

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[1] Gladys Hutchinson, "Clothing Alteration: A First Attempt in a Home Economics Course for Wage Earning," Illinois Teacher, VIII, No. 5 (1964-65), pp. 313-14.

[2] Alverda M. Moore and Richard L. D. Morse, "Consumer Demand for Homemaker Service," Journal of Home Economics, LVIII (April, 1966), pp. 262-65.

Champaign and Urbana, Illinois. Eight store managers and 18 fabric sales clerks were involved in the study. A test to measure knowledge of fabrics was designed and administered to the clerks. The participants seemed to be knowledgeable; on 81 test items, the median score missed was 16, the least number missed was 6 and the most was 26. The store managers were asked to give each clerk a rating on the criterion of success in selling fabrics. Four of the 18 clerks received the top rating of "excellent." All four clerks had knowledge scores in the top half of the group. To supplement the study, viewpoints of 46 consumers of fabrics were obtained through a questionnaire. Two types of information were sought: (1) that which customers believed fabric sales clerks should be able to supply and (2) that which clerks have usually been able to supply. The study indicated that clerks were not as well informed as customers thought they should be.[1]

Swope, in 1964, conducted a study by means of a questionnaire in central Illinois. The instrument was designed and administered to a random sample of homemakers in an effort to determine the actual or anticipated jobs in home services.

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[1] Helen Starck, "Implications for the Education of Fabric Sales Clerks," Illinois Teacher, VIII, No. 3 (1964-65), pp. 147-53.

The study indicated that homemakers were interested in hiring trained help. Seventy-four per cent would hire a trained housecleaning helper, 35 per cent a trained child care helper, less than 10 per cent a trained person to care for an older or an ill person, nearly 20 per cent a trained laundry and/or ironing helper, 8 per cent a trained helper for family meals and 14 per cent a trained helper for family sewing. Preferable ages varied with the kind of desired help; 16-to-19-year-olds were acceptable for housecleaning, child care and laundry and/or ironing. Homemakers preferred women 25 years of age or older to care for an aged or ill person. No age preference was indicated for persons to help with family meals or family sewing.[1]

Cozine, 1965, surveyed homemakers in Stillwater, Oklahoma. Interviews were conducted to determine (1) if the need existed for a specific training program, (2) if the necessary cooperation could be obtained for providing work experience and employment and (3) the specific type of training desired to be used as a basis for curriculum development.[2]

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[1] Mary Ruth Swope, "A Survey of Occupations Utilizing Understanding and Abilities Related to Home Economics," Illinois Teacher, VIII, No. 3 (1964-65), pp. 107-109.

[2] June Cozine, Approaches to Use in Assessing Needs for, Content of, and Certain Factors to Be Considered in Offering Home Economics Courses Preparing for Gainful Employment (Stillwater: Research Foundation, Oklahoma State University, 1966).

Thirty-nine of the total group of ninety homemakers stated that they would be willing to cooperate in a training program by providing work experience for students. Thirty-four stated "yes, but no need for such services at present," and seventeen stated "no." Approximately one-third would permit students to perform the work in the home of the respondent and about the same number stated they would prefer to have the work performed at the school. The specific jobs they would like for the students to perform ranked in the following order: ironing, alterations, repairs, dry cleaning, washing, dressmaking and pressing. From these findings the investigator of this study concluded that a need does exist to continue offering the training programs for child care services and clothing services.

Cozine, in 1966, used the questionnaire-interview technique to survey child care services and clothing services provided by business establishments in Stillwater, Oklahoma. The owner or owner-operator of each of the 21 day-care centers and kindergartens which comprised the entire population were interviewed. The number of staff ranged from 1 to 4 members with 14 of the establishments having one or more part-time staff members. Twenty of the 21 persons indicated a need for trained child-care workers. Ten respondents had experienced difficulty filling vacancies with qualified workers. Sixteen respondents gave an affirmative answer concerning willingness to work with Stillwater schools in developing training programs. In general, the responses indicated that younger persons could benefit the most from training.[1]

Cozine's study, in 1966, also surveyed 4 clothing stores, 11 laundries and drycleaners, 2 custom service drapery and curtain stores and 1 sewing shop which employed 35 full-time and 5 part-time workers. Fifteen of the businessmen indicated difficulty in filling vacancies with qualified workers. Nine stated willingness to provide work experience for students, to give demonstrations and to permit student observations. Other establishments indicated an interest and a willingness to cooperate in training programs when business expanded or during busy seasons. Seventy per cent of the business establishments paid their workers by the hour. Rates varied from $0.80 to $1.50. Working hours varied from 40 to 54 per week for full-time employment. Sixty per cent of the establishments provided no fringe benefits. Other establishments listed free drycleaning, paid vacations, special hours off, hospitalization insurance, group life insurance and social security. Only one respondent would not hire high school students and 4 would not employ a person past middle age. Nine checked experience as being important while others indicated they would prefer to give training themselves.[1]

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[1] Cozine, Ibid., pp. 7-11.

In a study reported by Frantz in 1966, a series of interviews with 37 individuals representing industry, education and labor was conducted to determine the feasibility of incorporating a cluster concept program into the secondary school system. This program would prepare a person to enter a group of related occupations rather than a specific occupation as well as provide more mobility between and among occupations. From the results of the interviews, it was concluded that the program would be feasible and could be implemented in the secondary schools with little difficulty. Indication was given that students with a cluster concept background would be excellent potential employees and would be less difficult to train because of their broad, fundamental background. On the basis of evidence from this study, an investigation was begun of the identification of specific occupational clusters. Criteria were established for the occupational clusters and a group of possible occupations was developed through the application of these established criteria. The results of this research provide the content for the establishment of a cluster concept program in vocational education at the secondary level.[1]

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[1] Cozine, Ibid., pp. 15-17.

Midjaas, in a 1966 study, elected to ascertain knowledge needed by mothers and employees in three child-care occupations: (1) day-care foster mothers, (2) day-care center directors and (3) child-care assistants. The instrument utilized in this study was comprised of 68 items of knowledge dealing with child development and guidance at the infant and preschool levels. The interview sample was composed of 90 persons: 20 day-care center directors, 20 day-care foster mothers, 20 mothers of preschool children, 10 day-care licensing representatives, 10 social workers and 10 college child development specialists. All respondents were asked to rate the 68 items of knowledge in terms of their importance to one or several of the child care occupations studied. Data from the responses were analyzed: (1) to determine whether there was a significant difference between the assessments made by the practitioners; (2) to compare the depth of knowledge needed in two jobs in the day-care center; (3) to compare the depth of knowledge needed by mothers, day-care center directors and the child care assistants; and (4) to compare the depth of knowledge needed by workers in the three occupations related to child care. Results indicated that mothers and employees in the three child care occupations needed at least an understanding of 56 of the 68 items of knowledge. Since items related to infant care were considered necessary for both mothers and day-care foster mothers, but not for day-care employees, it was recommended that infant care be included in a course designed primarily to prepare students for homemaking and family life. Scores indicated that a thorough knowledge of half of the items was needed by day-care center directors. Thus, post-high school education is recommended for students preparing to become day-care center directors.[1]

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[1] Nevin R. Frantz, "The Cluster Concept as a Program in Vocational Education at the Secondary School Level," report presented at a Conference on Research in Vocational and Technical Education sponsored by the Center for Studies in Vocational and Technical Education of the University of Wisconsin, 1966. (Mimeographed.)

The review of literature seems to indicate that a need exists for workers who have marketable skills derived from the field of home economics. Most of the programs are in the exploratory stages and the limitations will tend to become apparent after a number of years have elapsed.

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[1] Ruth E. Whitmarsh Midjaas, "From Research to Curriculum in Child Care," American Vocational Journal, XLI (October, 1966), pp. 38-39.

CHAPTER III

PROCEDURE

Development of the Data-Gathering Instruments

For the purposes of the study, inaugurated at the request of members of the Florida Department of Education, a tentative free-response questionnaire was developed by the Occupational Consultant in Home Economics Education[1] to obtain the required raw data. The format of the instrument was adapted for use in home economics from a questionnaire devised by Sims, in 1966, in which job titles, opportunities and competencies of agricultural occupations were identified.[2] Because of the enormity of the task of compiling the data, the questionnaires were programmed for data processing. Interview Form I was developed to record responses related to general information concerning the business establishments. Interview Form II was developed for information on each separate job title related to home economics knowledge and skills in each of the business establishments. A copy of each of the interview forms may be found in Appendix A.

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[1] Miss Allie Ferguson, Occupational Consultant, Home Economics Education, State Department of Education, Tallahassee.

[2] Dr. Leon A. Sims, Director of Planning in Vocational, Technical and Adult Education Division, State Department of Education, Tallahassee.

The interview form for obtaining information on home service occupations was revised and adapted for data processing from an instrument prepared by the Home Economics Education Section, Division of Vocational, Technical and Adult Education, State Department of Education. The questions were concerned with characteristics and availability of jobs related to home service occupations. Information concerning occupation of the head of the household, major source of family income and education of the head of the household was collected as a measure of socio-economic status. The McGuire-White Short Form of Social Status[1] was used to determine the level of the three classes: low, middle and high. A copy of the interview form for home service occupations may be found in Appendix B.

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[1] Carson McGuire and George D. White, "The Measurement of Social Status, A Research Paper in Human Development No. 3 (revised)" (Department of Educational Psychology, The University of Texas, 1955), pp. 1-11. (Mimeographed.)

Selection of the Sample

The yellow pages of the Telephone Directory of Tallahassee were explored in order to identify the number of potential employing agencies which conceivably might utilize home economics knowledge and skills. The potential employing agencies which totaled 369 were placed arbitrarily in categories. Of the 369, 47 were identified as hotels and motels and 67 as restaurants and various eating establishments. Since several agencies had surveyed hotels, motels and public eating places, it was decided to avoid any duplication of effort and expense by accepting the figures from the recent surveys; hence, about one-third (114) of the number was deducted from the Tallahassee total to compensate for the hotels, motels and restaurants. The following list resulted from this procedure:

I. Child Care Services
    A. Nursery schools-private and public
    B. Kindergartens-private and public

II. Food Services
    A. Bakeries
    B. Caterers
    C. Hospitals
    D. Nursing Homes
    E. Schools

III. Clothing and Textile Services
    A. Bridal Shops
    B. Clothing Stores
    C. Women's Apparel Shops
    D. Cleaners

- E. Laundries
- F. Linen Services
- G. Fabric Stores
- H. Sewing Machine Stores

IV. Housing and Home Furnishings Services
- A. Drapery Stores
- B. Equipment and/or Furnishings Stores
- C. Furniture Stores
- D. Refinishing Shops
- E. Upholstery Businesses
- F. Floral Shops

The sample of ten per cent of the present and potential employers to be interviewed were drawn by means of systematic random sampling from counties that represent the tentatively identified state geographic and population areas as follows:

Pop. per sq. mile	Area I	Area II	Area III
200.1 and above	Escambia	Orange	Dade
100.1 - 200	Leon	Brevard	Palm Beach
25.1 - 100	Bay	Marion	Monroe
0 - 25	Taylor	Hernando	Collier

Under each of the counties to be in the sample was listed the towns and cities that had a population above 2,000. The population of each city or town was calculated in relation to the total population of Tallahassee; then the number of potential businesses was calculated in relation to the number identified in Leon County or the Tallahassee area.

The geographic regions were based on those identified by the Division of Vocational, Technical and Adult Education, State Department of Education, as the division of counties for purposes of supervision and usually designated as North, Central and South. The total population of the counties included in the study from these three areas according to the 1966 Rand-McNally Road Atlas was 1,992,976 which represented 33.7% of the population of the State of Florida. The population statistics per square mile were based on the information compiled in The Florida Study of Vocational-Technical Education, 1965.[1] (See Figure 1.)

In order to have a representative sample of the entire State, it seemed advisable to conduct interviews in each of the three geographic regions. The State is approximately 750 miles in length, and the supporting financial structure as well as the needs of the public is varied. The Northern Region is supported mainly by agriculture, two universities, and seafood industries and is populated by a more stable society. The Central Region is the citrus belt and is interspersed with a stable society. The Southern Region is heavily supported and seasonally populated by tourists and migrant workers, making this region a comparatively unstable society.

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[1] The Florida Study of Vocational-Technical Education, by Doak Campbell (Tallahassee: State Department of Education, 1965).

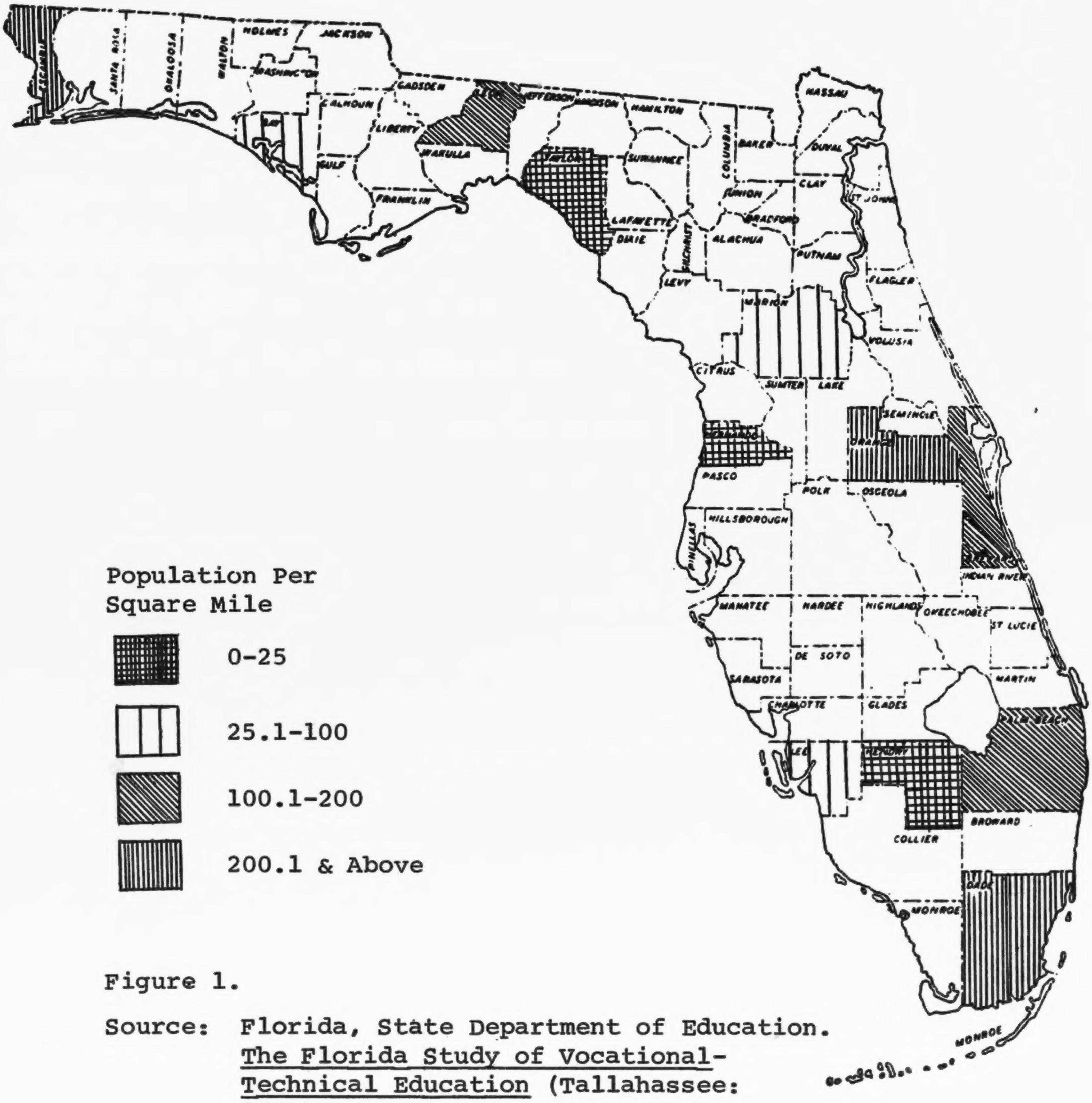
ESCAMBIA
SANTA ROSA
OKALOOSA
WALTON
HOLMES
JACKSON
WASHINGTON
BAY
CALHOUN
GADSDEN
LIBERTY
GULF
FRANKLIN
WAKULLA
LEON
JEFFERSON
MADISON
HAMILTON
TAYLOR
SUWANNEE
COLUMBIA
BAKER
NASSAU
DUVAL
UNION
CLAY
ST JOHNS
BRADFORD
LAFAYETTE
DIXIE
GILCHRIST
ALACHUA
PUTNAM
LEVY
FLAGLER
MARION
VOLUSIA
CITRUS
SUMTER
LAKE
SEMINOLE
HERNANDO
ORANGE
PASCO
POLK
OSCEOLA
HILLSBOROUGH
PINELLAS
INDIAN RIVER
MANATEE
HARDEE
HIGHLANDS
OKEECHOBEE
ST LUCIE
DE SOTO
SARASOTA
MARTIN
CHARLOTTE
GLADES
LEE
HENDRY
PALM BEACH
BROWARD
COLLIER
DADE
MONROE
MONROE
Population Per Square Mile
0-25
25.1-100
100.1-200
200.1 & Above

Figure 1.

Source: Florida, State Department of Education. The Florida Study of Vocational-Technical Education (Tallahassee: 1965) Appendix B, p. 109.

Interview Procedures

The principal investigator appeared on the program at the 1966 State Teachers Conference where the research project was explained in detail. At the conclusion of the presentation, an opportunity was extended for teachers to indicate their willingness to assist with the interviews in the twelve counties. The names of the volunteers were drawn randomly for each county according to the number of interviewers required.

A copy of information on interview techniques prepared by Dr. Leon Sims,[1] Research Coordinating Unit, State Department of Education, was furnished each interviewer. (See Appendix C.) In addition to the information on interview techniques, the interviewers received complete written instructions on procedure from the principal investigator. They were also informed that any interviewer could call collect any day or night if she had questions concerning any part of the interview.

The completed interview forms were mailed to the principal investigator where each was checked for accuracy and completeness. The questionnaires were sorted and cards were keypunched for future use with the computer.

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[1] Sims, loc. cit.

CHAPTER IV

ANALYSIS OF DATA: GAINFUL EMPLOYMENT IN BUSINESS ESTABLISHMENTS

Information related to the job titles was obtained from 814 usable questionnaires answered during 483 business interviews which constituted an 83 per cent return of the original sample. Interviews for the four occupational classifications numbered 34 for child care, 113 for foods, 161 for clothing and textiles and 175 for housing and home furnishings. The characteristics and employment opportunities of 69 specific job titles were listed in the twelve selected counties in Florida. The sample size for specific job titles ranged from 1 to 68.

Frequency tables for characteristics and employment opportunities for every job title were prepared. The data were analyzed by percentages only for those job titles with a sample of 5 or more for child care services, 8 or more for food services, 9 or more for clothing and textiles services and 17 or more for housing and home furnishings services. The data were also summarized for each of the four occupational categories and presented in graphic form.

Thirty-four per cent of the total business interviews were conducted in the area of clothing and textiles related occupations (Figure 2). Thirty-five per cent were scheduled with housing and home furnishings service employers. Twenty-three per cent of the sample were food services while 8 per cent were from child care services.

The employers who provided child care services hired 4 per cent of the full-time workers and 3 per cent of the part-time employees. Although the housing and home furnishings services composed 35 per cent of the businesses, they used only 13 per cent of the full-time employees and 6 per cent of the part-time employees. Clothing and textiles service employers engaged one-half of the full-time workers and had jobs for nearly one-half of the part-time employees. One-third of the full-time employees and one-half of the part-time employees were working in food services. This information is shown in Figure 3.

Sixty-two per cent of the employers hired part-time workers on a two-to-six months basis (Figure 4). Thirty-eight per cent of the housing and home furnishings employers needed workers only on special days as compared to 20 per cent of the total home economics wage-earning employers.

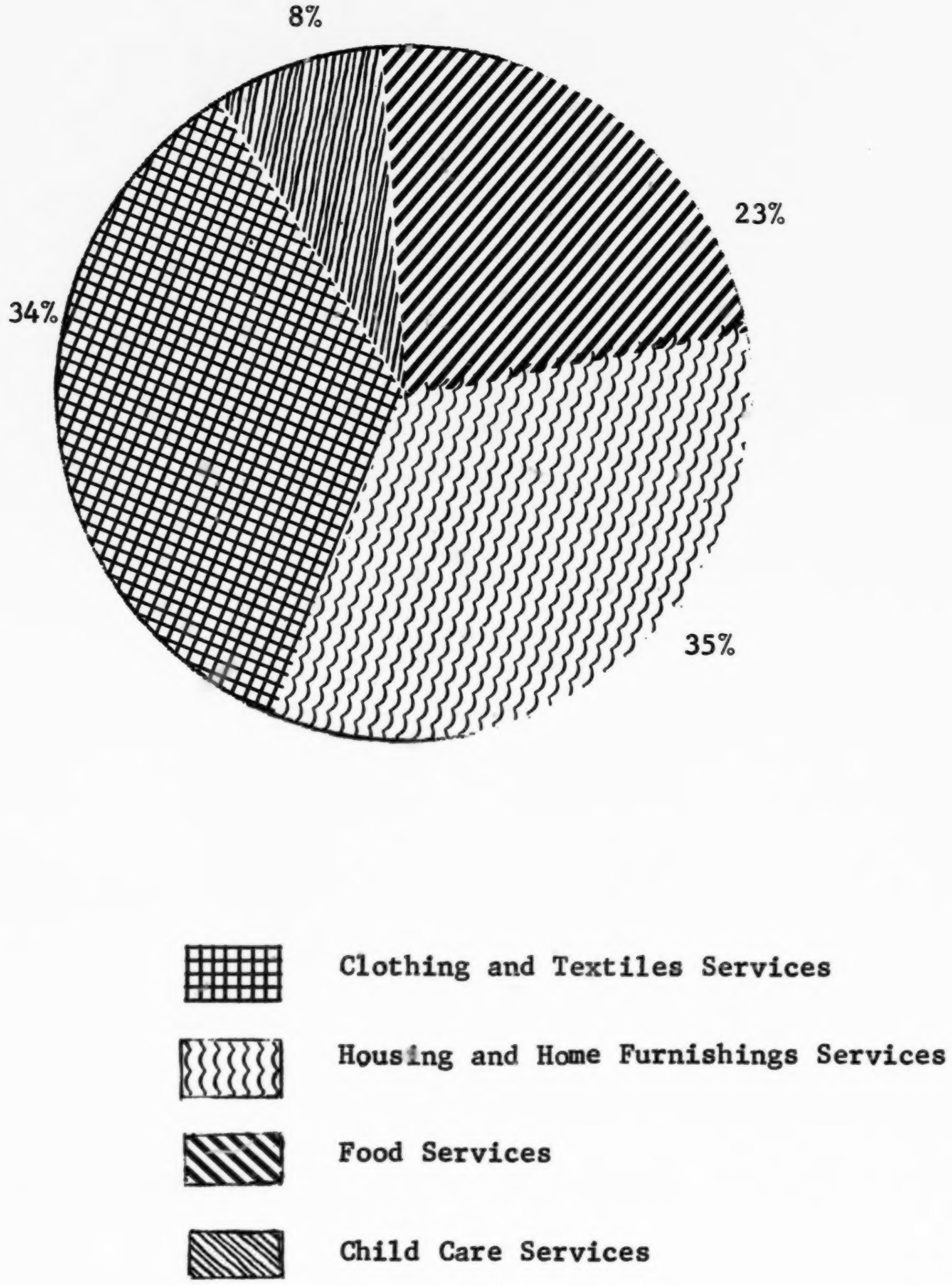

Fig.2 --Percentage of business interviews for home economics categories.

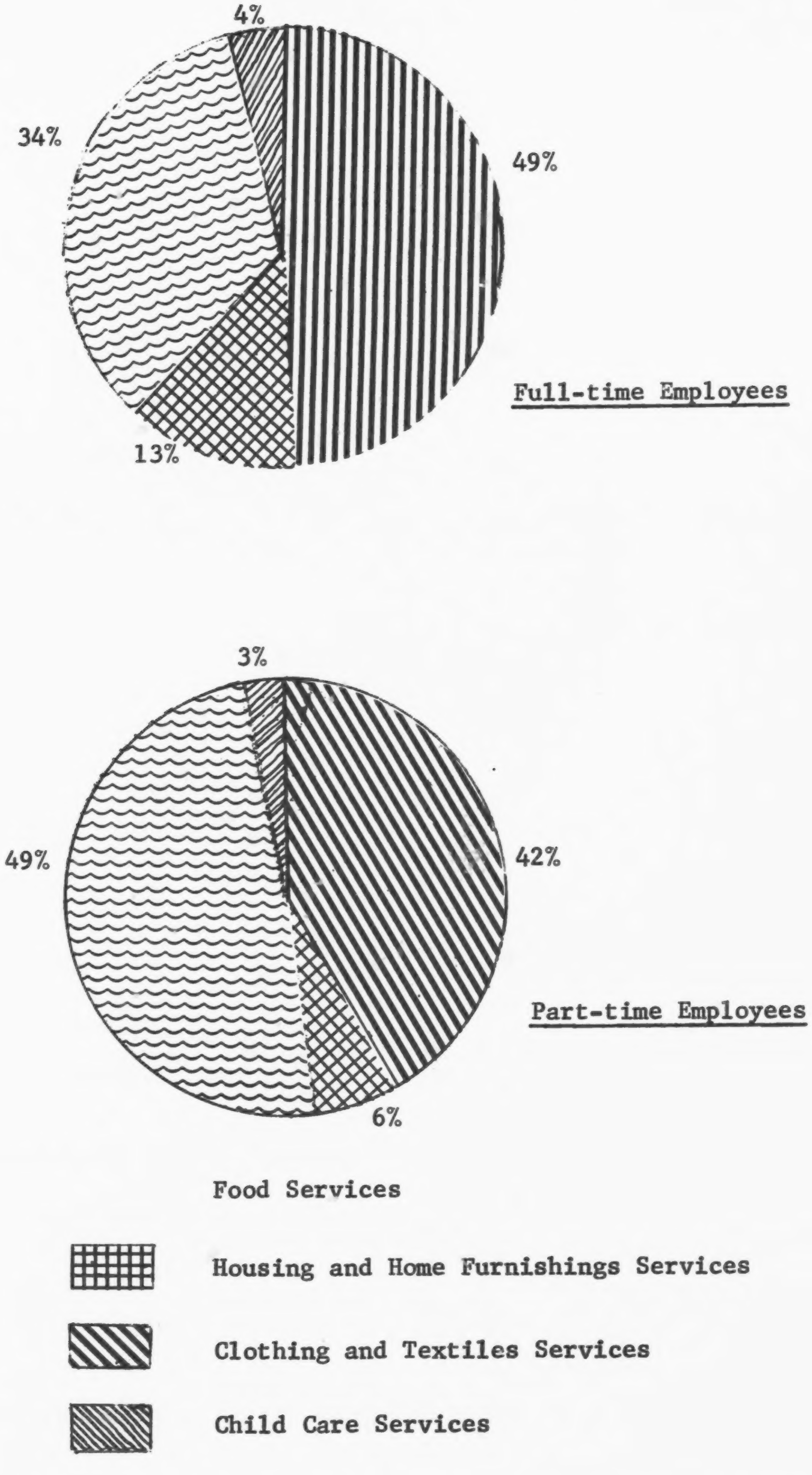

Fig. 3 --Percentage of persons employed in home economics wage-earning occupations.

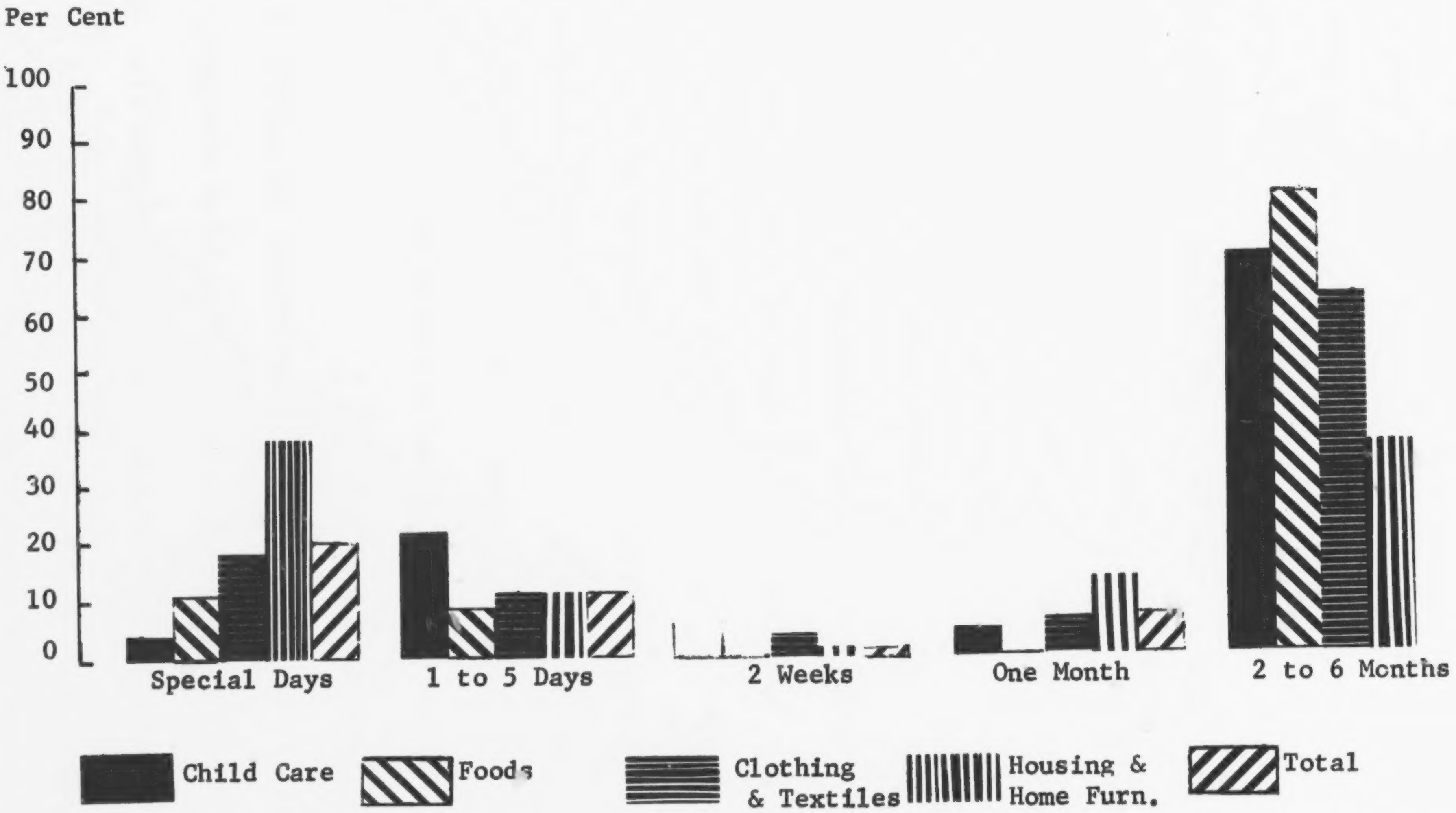

Fig. 4--Average length of part-time employment for home economics wage-earning occupations.

Persons were hired for a one-to-five day period in 11 per cent of the businesses, for a two-week period in 1 per cent, and for a one-month period in 7 per cent.

Fifty-three per cent of the job titles were not expected to fluctuate in the number of employees needed to fill them over a projected two year period according to the businessmen who were interviewed. An increase in employees was anticipated for 42 per cent of the job titles. Only 5 per cent of all the respondents predicted a decrease in the number of employees in home economics related occupations. The largest decrease was expected by clothing and textiles employers although 45 per cent of these employers foresaw an increase in employees within two years and 44 per cent predicted no change. About one-fourth of the child care service employers, one-third of the food service employers and one-half of the housing and home furnishings service employers expected to need additional employees within a two-year period (Figure 5).

Newspaper advertising, personal applications, and word-of-mouth recommendations were used the most often by businessmen to locate new employees (Table 1). The State Employment Office was used by one-third of the businesses with private employment agencies and placement bureaus used by fewer businesses. Schools were not used as primary

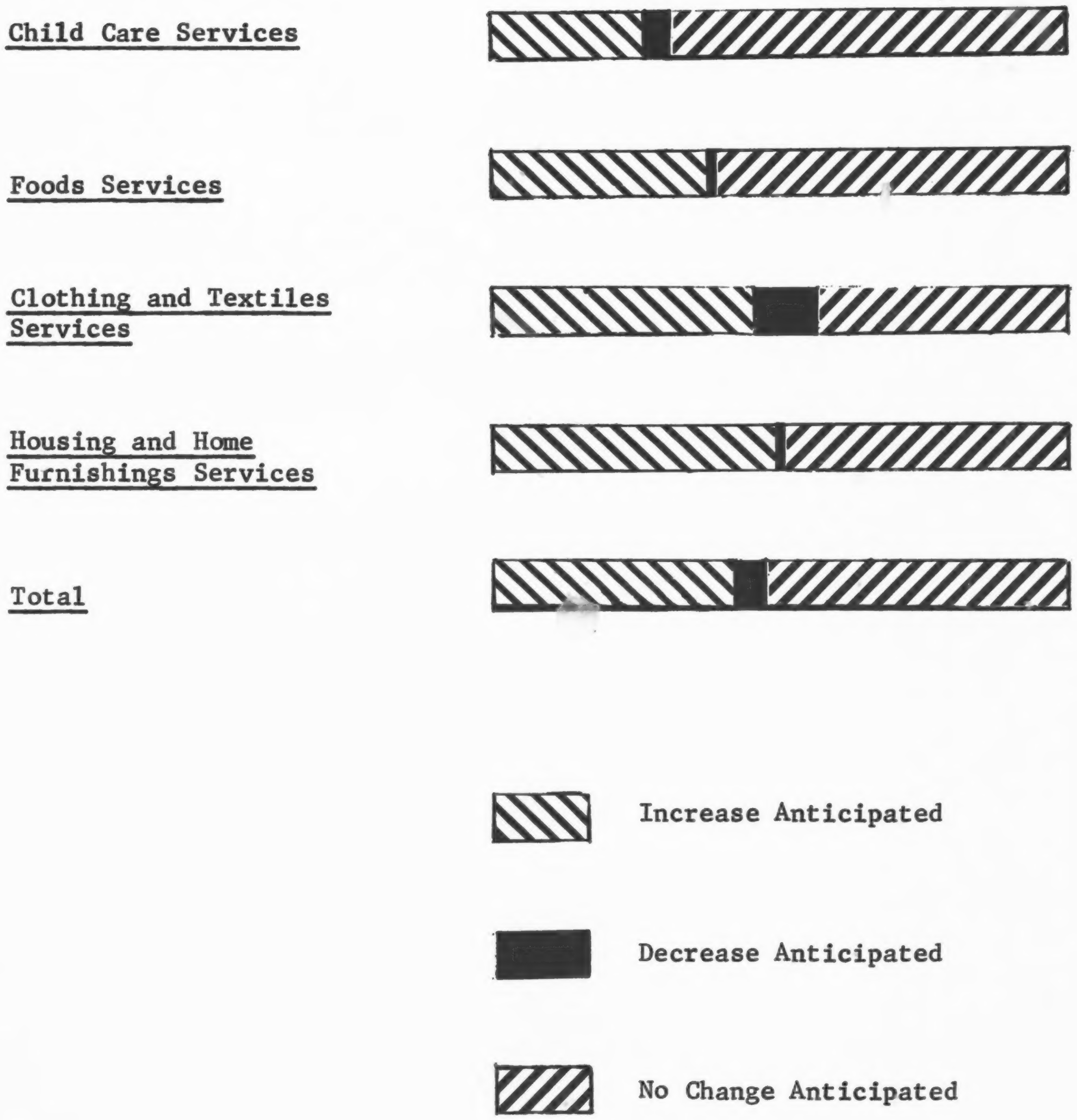

Fig. 5 --Anticipated change in employees of home economics wage-earning occupations, 1966-68.

TABLE 1

SOURCES OF EMPLOYEES BY CATEGORY AND BY JOB TITLE

Categorized Job Title	Sample Number	Schools	State Employ. Office	Pri. Employ. Office	Place- ment Bureau	News/P Adver- tising	Per. Appli- cation	Word-of Mouth Recommendations
Child Care Services								
Principals	6	0	0	0	0	1	4	3
Teachers	23	3	3	1	3	7	17	14
Nursery Workers	14	1	5	2	1	5	10	8
Cooks	5	2	2	1	2	3	5	3
Bus Drivers	2	0	0	0	0	0	2	2
Maintenance Men	1	1	0	0	0	0	1	1
Babysitters	1	0	0	0	0	0	1	1
Subtotal	52	7	10	4	6	16	40	32
Food Services								
Managers	29	3	7	2	1	2	20	19
Supervisors	10	1	2	1	1	4	7	5
Dietitians	10	0	3	2	1	3	9	5
Dietary Workers	4	0	0	0	0	0	4	6
Cooks	49	4	11	4	2	14	35	29
Kitchen Helpers	57	6	10	4	2	6	46	36
Bakers	21	6	7	2	2	9	15	16
Salad Makers	3	1	0	0	0	0	3	3
Sandwich Makers	1	0	0	1	0	0	0	0
Hostesses	2	0	1	0	0	1	1	1
Waitresses	8	0	2	1	0	5	2	6
Cleaning Persons	9	0	1	0	0	4	4	6
Dishwashers	4	0	1	0	1	2	2	2
Maintenance Men	1	0	1	0	0	1	1	1

Salespersons	11	2	3	0	0	6	5	6
Route Salesmen	2	0	0	0	0	1	0	2
Secretaries	1	0	0	1	1	1	1	1
Multi-services	20	3	5	2	1	13	11	9
Subtotal	242	26	54	20	12	72	166	153
Clothing & Textiles Services								
Managers	58	7	17	11	4	35	20	27
Supervisors	8	0	5	1	0	6	2	2
Plant Foremen	1	1	1	1	0	1	1	1
Seamstresses	36	5	21	6	1	31	20	18
Tailors	9	2	4	1	0	6	7	6
Fitters	3	0	0	1	0	3	3	1
Week-workers	1	0	0	0	0	1	0	0
Piece-workers	1	0	1	0	0	1	0	1
Buyers	1	0	1	0	0	1	1	0
Salespersons	68	5	21	9	4	40	42	43
Clerks	11	0	6	2	1	7	6	6
Counter Girls	19	1	7	0	0	12	4	6
Stock Girls	4	0	2	0	0	3	1	2
Drycleaners	3	0	1	1	0	1	1	1
Processors	15	0	6	4	0	9	5	7
Pressers	23	1	13	4	2	16	10	10
Washers	2	0	1	0	0	1	0	1
Shirt Operators	3	0	1	0	0	2	0	1
Servicemen	5	1	2	1	2	3	2	4
Delivery Men	4	0	1	0	0	1	0	1
Maids	6	0	1	0	0	3	3	5
Multi-services	35	3	12	6	2	21	16	16
Subtotal	316	26	124	48	16	204	144	159

TABLE 1 -Continued

Categorized Job Title	Sample Number	Schools	State Employ Office	Pri. Employ. Office	Place-ment Bureau	News/P Adver-tising	Per. Appli-cation	Word-of-mouth Recom-mendations
Housing and Home Furnishings Ser.								
Managers	22	1	4	1	1	5	7	11
Supervisors	1	0	0	0	0	1	0	0
Sales Repre.	2	0	0	0	0	1	1	1
Estimators	1	0	0	0	0	1	1	1
Salespersons	50	4	24	9	4	19	24	29
Interior Decor.	17	2	5	4	1	7	10	12
Design Craftsmen	1	0	0	0	0	0	0	1
Floor Cover/Cons.	1	0	0	0	0	1	1	0
Displaymen-artists	1	0	1	0	0	0	1	1
Florists	1	1	0	0	0	0	1	1
Flower arrangers	18	2	4	4	2	7	12	14
Refinishers	1	0	1	0	0	0	0	0
Upholsterers	21	1	6	0	0	5	7	11
Seamstresses	18	1	6	1	0	7	6	14
Table Girls	1	0	1	0	0	0	0	1
Pressers	1	0	1	0	0	0	0	1
Draperymen	2	0	1	0	0	0	0	1
Cutters & Assemb.	2	0	1	1	0	1	0	1
Delivery Men	4	0	2	0	0	0	2	3
Servicemen	9	0	5	3	1	4	1	6
Cleaning Persons	4	1	3	2	1	2	2	4
Multi-services	26	3	4	5	2	8	11	16
Subtotal	204	16	69	30	12	69	87	129
Grand Total	814	75	257	102	46	361	437	473

sources since only 9 per cent of the businessmen reported that they contacted schools to locate potential workers.

The workers of the home economics services were distributed over nine levels of employment (Table 2). Four per cent were classified by the respondents as unskilled, 9 per cent as service, 17 per cent as semi-skilled, 29 per cent as skilled, and 1 per cent as technical workers. Sales workers comprised 18 per cent of all home economics related employees, whereas clerical workers composed only 1 per cent. The managerial level of employment composed 11 per cent of the sample and the professional level was confined to 0 per cent.

Many respondents were not consistent in applying a professional classification only to those persons with college degrees. Four job titles which were considered professional by many employers were not filled by individuals with college degrees. Only 17 per cent of the nursery school teachers were required to have a college degree yet 70 per cent were classified as professional employees. The same was true of principals: 60 per cent were classified as professional but none were required to complete college. Another example was dietitians; 90 per cent were considered professional workers and 80 per cent were required to have a Bachelor's degree. Seventy-three per cent of the interior

TABLE 2

LEVELS OF EMPLOYMENT BY CATEGORY AND BY JOB TITLE

Categorized Job Title	Sample Number	Un-Skilled Worker	Service Worker	Semi-Skilled Worker	Skilled Worker	Sales Worker	Clerical Worker	Managerial Worker	Technical Worker	Professional Worker
Child Care Service										
Principals	6	0	0	0	0	0	0	2	0	3
Teachers	23	0	0	1	5	0	0	0	1	16
Nursery Workers	14	1	5	4	2	0	0	0	0	1
Cooks	5	0	0	2	1	0	0	0	0	2
Bus Drivers	2	0	0	0	2	0	0	0	0	0
Maintenance Men	1	0	0	0	0	0	0	0	0	0
Babysitters	1	0	0	0	1	0	0	0	0	0
Subtotal	52	1	5	7	11	0	0	2	1	22
Food Services										
Managers	29	0	0	2	4	0	0	23	0	0
Supervisors	10	0	0	2	1	0	0	6	0	1
Dietitians	10	0	0	0	1	0	0	0	0	9
Dietary Workers	4	0	1	2	1	0	0	0	0	0
Cooks	49	7	7	15	19	0	0	0	0	1
Kitchen Helpers	57	10	12	22	8	0	0	1	0	3
Bakers	21	0	0	11	10	0	0	0	0	0
Salad Makers	3	0	0	3	0	0	0	0	0	0
Sandwich Makers	1	0	0	0	1	0	0	0	0	0
Hostesses	2	0	0	1	0	0	1	0	0	0
Waitresses	8	1	3	1	3	0	0	0	0	0
Cleaning Persons	9	1	8	2	0	0	0	0	0	0
Dishwashers	4	2	1	1	0	0	0	0	0	0
Maintenance	1	0	1	0	0	0	0	0	0	0

Salespersons	11	0	3	1	0	6	1	0	0	0
Route Salesmen	2	0	1	0	0	1	0	0	0	0
Secretaries	1	0	0	0	0	0	0	0	0	0
Multi-services	20	2	4	3	10	0	0	2	0	0
Subtotal	242	23	41	66	58	7	2	32	0	14
Clothing & Tex-tiles Services										
Managers	58	0	0	0	6	3	0	40	9	0
Supervisors	8	0	2	0	3	0	0	0	0	0
Plant Foremen	1	0	0	0	0	0	0	0	0	0
Seamstresses	36	0	0	8	27	0	0	1	0	0
Tailors	9	0	0	9	0	0	0	0	0	0
Fitters	3	0	0	0	3	0	0	0	0	0
Week-workers	1	0	0	0	1	0	0	0	0	0
Piece-workers	1	0	0	1	0	0	0	0	0	0
Buyers	1	0	0	0	0	0	0	0	0	1
Salespersons	68	1	0	0	0	67	0	0	0	0
Clerks	11	0	0	1	0	2	8	0	0	0
Counter Girls	19	0	2	6	2	9	0	0	0	0
Stock Girls	4	1	3	0	0	0	0	0	0	0
Drycleaners	3	0	0	0	1	0	0	0	1	1
Processors	15	1	1	4	8	0	0	0	1	0
Pressers	23	0	1	10	12	0	0	0	0	0
Washers	2	0	0	2	0	0	0	0	0	0
Shirt Operators	3	0	1	1	1	0	0	0	0	0
Servicemen	5	0	2	0	3	0	0	0	0	0
Delivery Men	4	0	1	1	0	2	0	0	0	0
Maids	6	0	4	0	2	0	0	0	0	0
Multi-services	35	1	3	4	19	5	0	3	1	0
Subtotal	316	4	20	47	88	88	8	44	12	2

TABLE 2 -Continued

Categorized Job Title	Sample Number	Un-Skilled Worker	Service Worker	Semi-Skilled Worker	Skilled Worker	Sales Worker	Clerical Worker	Managerial Worker	Technical Worker	Professional Worker
Housing & Home Furnishings Ser.										
Managers	22	0	0	0	7	2	0	5	0	8
Supervisors	1	0	0	0	0	0	0	1	0	0
Sales Repre.	2	0	0	0	0	2	0	0	0	0
Estimators	1	0	0	0	0	1	0	0	0	0
Salespersons	50	1	0	2	1	43	3	0	0	0
Interior Decor.	17	0	0	0	3	0	0	0	1	11
Designer Craft.	1	0	0	1	0	0	0	0	0	0
Floor Cover. Cons.	1	0	0	0	0	1	0	0	0	0
Displaymen-artist	1	0	0	0	0	0	0	0	0	0
Florists	1	0	0	1	0	0	0	0	0	0
Flower Arrangers	18	0	0	4	12	0	0	0	2	0
Refinishers	1	0	0	1	0	0	0	0	0	0
Upholsterers	21	0	0	5	16	0	0	0	0	0
Seamstresses	18	1	0	5	11	0	0	0	0	1
Table Girls	1	0	0	0	1	0	0	0	0	0
Pressers	1	0	0	0	1	0	0	0	0	0
Draperymen	2	1	0	0	1	0	0	0	0	0
Cutters & Assemb.	2	0	0	1	1	0	0	0	0	0
Delivery Men	4	2	1	1	0	0	0	0	0	0
Servicemen	9	0	3	1	5	0	0	0	0	0
Cleaning Persons	4	1	3	0	0	0	0	0	0	0
Multi-services	26	0	1	3	12	4	1	2	0	4
Subtotal	204	6	8	25	71	53	4	8	3	24
Grand Total	814	34	74	145	228	148	14	86	16	62

decorators were categorized as professional and 50 per cent of them were required to be college graduates.

The mode for the number of hours worked per week for all occupations was 40. Child care service and housing and home furnishings service employees were hired to work a low of 10 hours per week; food service, 16 hours per week; and clothing and textiles, 20 hours per week. The information presented in Figure 6 indicated the contrast between the low and high number of hours worked per week. Clothing and textiles jobs required 80 hours of work per week in some businesses, food services 70 hours per week, housing and home furnishings 65 hours per week, and child care services 50 hours per week.

A comparison of the average starting and average top salaries for a 40-hour week for each service and for the group is shown by the information in Figure 7. Child care service employees were paid the lowest average starting salary. The data seemed to indicate that housing and home furnishings service workers had the best chance of receiving salary increases from beginning employment to top salary and they received the highest salary of any of the four occupational categories. The average starting salary for the entire group of home economics occupational workers was $64 and the average top salary was $89.

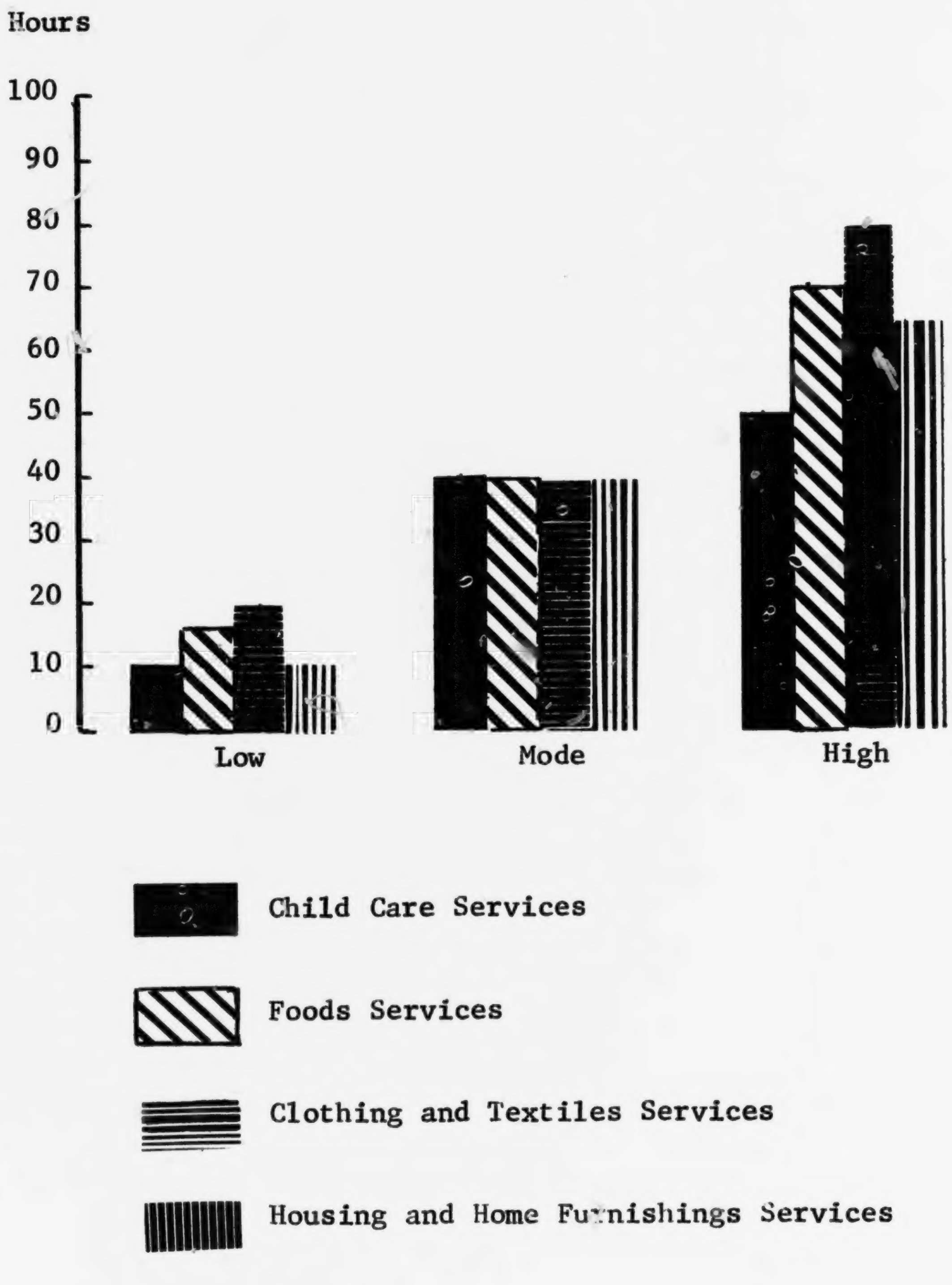

Fig. 6--Working hours per week for home economics wage-earning occupations.

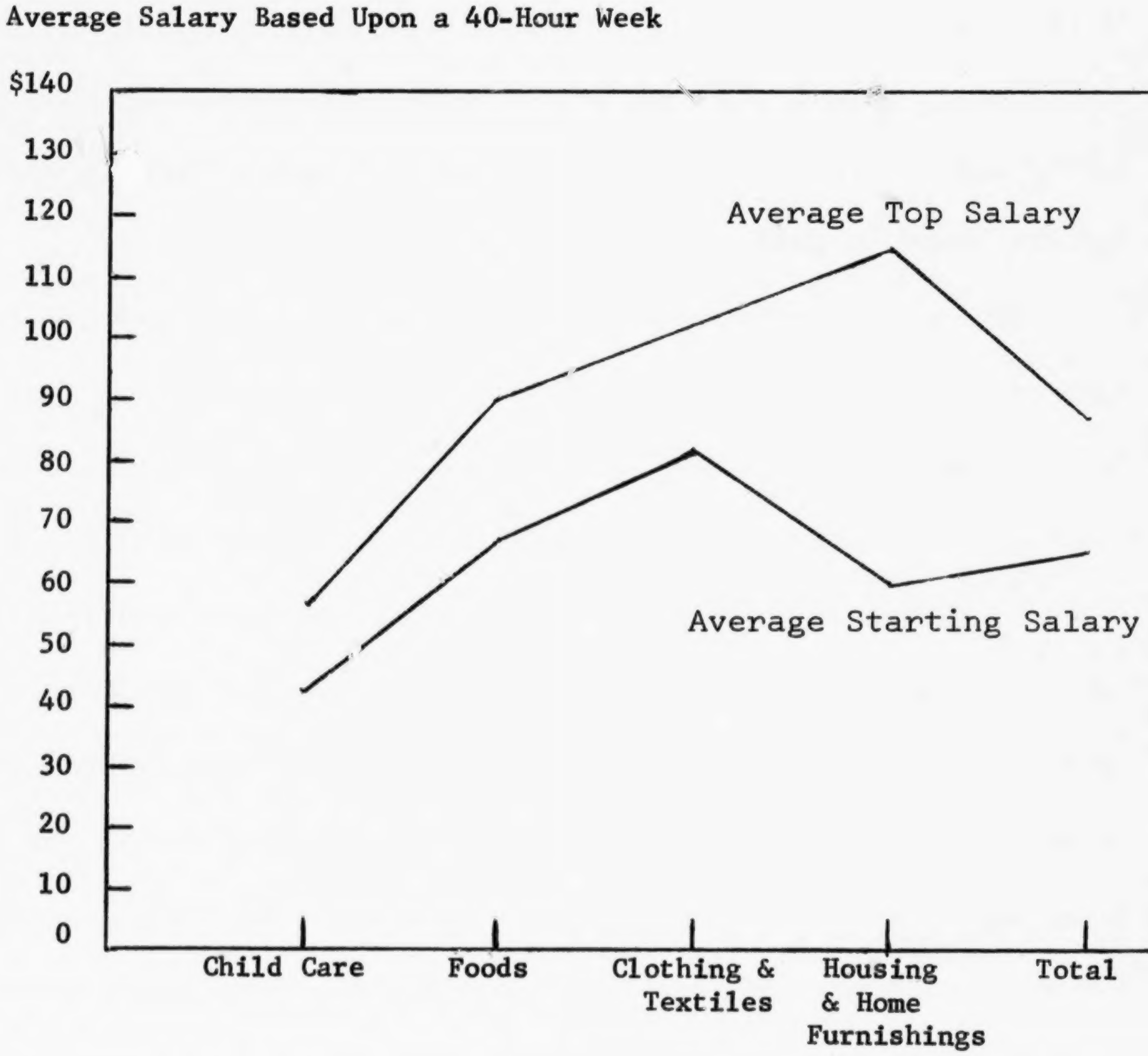

Fig. 7--Average starting and top salaries for home economics wage-earning occupations.

A variety of fringe benefits was available to employees (Table 3). Social security was the most common benefit with 88 per cent of the employers contributing. Workmen's compensation was provided by 73 per cent of the employers whereas insurance was provided by 19 per cent. More food service workers were covered by insurance than were any other group since 42 per cent were issued insurance policies by their employers. Sick leave was available to approximately half of all the occupational employees.

Thirty-six per cent of the businesses gave employees opportunities to work overtime. Transportation expenses were reimbursed by 9 per cent of the employers and discounts on various products and services were given by 59 per cent. More clothing and textiles and housing and home furnishings employees were given discounts on services and products than were the other two groups. Only 9 per cent of the home economics service employees shared in the profits of the business. Retirement plans were furnished by 20 per cent of all the employers but more food service employers contributed to retirement plans than did other employers.

Vacation, either with or without pay, was given to most employees. Sixty-seven per cent of the employers gave paid vacations as compared to the 20 per cent who gave time from work with no salary for the vacation. About the same number

TABLE 3

FRINGE BENEFITS BY CATEGORY AND BY JOB TITLE

Categorized Job Title	Sample Number	Uni- form	In- sur- ance	S.S.	Sick Leave	Com- pensa- tion	Vac. No Pay	Vac. w. Pay	Over- time	Re- tire- ment	Trans- porta- tion	Dis- Count	Profit Shar- ing
Child Care Ser.													
Principals	6	0	2	5	4	2	2	4	1	0	0	1	0
Teachers	23	1	14	22	15	11	13	8	5	2	2	6	0
Nursery Workers	14	0	6	14	7	6	5	6	3	0	0	0	0
Cooks	5	1	5	5	5	5	2	4	3	1	0	0	0
Bus Drivers	2	0	1	2	2	1	2	0	0	0	1	2	0
Maintenance Men	1	0	0	1	0	1	1	0	0	0	0	0	0
Babysitters	1	0	0	0	0	0	0	0	0	0	0	0	0
Subtotal	52	2	28	49	33	26	25	22	12	3	3	9	0
Food Services													
Managers	29	15	15	24	23	24	13	10	6	20	4	5	0
Supervisors	10	4	9	9	9	8	1	8	5	4	0	2	0
Dietitians	10	5	8	10	7	9	1	8	4	1	0	2	0
Dietary Workers	[illegible]	4	6	6	6	6	0	6	4	3	2	2	1
Cooks	49	18	22	44	39	42	20	20	15	24	1	8	0
Kitchen Helpers	57	16	23	50	41	42	17	19	14	29	4	8	2
Bakers	21	14	12	20	16	16	7	12	7	6	0	12	0
Salad Makers	3	2	2	3	2	2	2	0	0	2	0	0	0
Sandwich Makers	1	0	1	1	0	1	0	1	1	0	0	1	0
Hostesses	2	0	1	2	1	1	0	1	1	0	0	2	0
Waitresses	8	1	6	7	3	7	1	5	2	0	1	6	1
Cleaning Persons	9	3	7	8	4	7	2	5	2	1	0	2	0
Dishwashers	4	1	3	3	1	2	1	2	2	0	2	2	0
Maintenance Men	1	0	1	1	1	1	0	1	1	1	1	1	1

Salespersons	11	4	7	9	5	9	0	9	7	2	1	8	1
Route Salesmen	2	1	2	2	1	2	0	2	0	1	1	2	1
Secretaries	1	0	0	0	0	0	0	1	0	0	0	0	0
Multi-services	20	13	14	19	7	16	3	12	10	6	2	10	0
Subtotal	242	101	139	218	166	195	68	122	81	100	19	73	7
Clothing & Textiles Services													
Managers	58	5	37	53	43	50	5	51	17	7	10	38	21
Supervisors	8	1	7	8	6	8	0	7	4	1	3	4	1
Plant Foremen	1	1	1	1	1	1	0	1	1	0	1	1	0
Seamstresses	36	1	19	33	15	29	10	26	20	2	3	23	0
Tailors	9	0	6	9	6	9	0	8	6	4	0	8	3
Fitters	3	1	2	2	3	3	2	2	2	2	0	3	2
Week-workers	1	0	1	1	1	1	0	1	0	0	0	0	1
Piece-workers	1	0	1	1	1	1	0	1	1	1	0	1	0
Buyers	1	1	1	1	1	1	0	1	1	0	0	1	0
Salespersons	68	7	36	61	48	53	11	60	28	13	4	58	8
Clerks	11	0	6	10	10	8	4	8	9	0	0	10	0
Counter Girls	19	3	12	18	7	17	0	17	9	0	1	16	1
Stock Girls	4	0	2	4	2	3	0	3	2	0	0	4	0
Drycleaners	3	0	2	3	1	3	0	3	1	0	0	3	0
Processors	15	1	7	14	6	12	0	14	2	1	1	12	0
Pressers	23	2	7	21	6	16	2	19	6	1	0	15	2
Washers	2	0	1	2	1	2	0	2	0	0	0	2	0
Shirt Operators	3	1	1	3	1	2	0	3	1	0	0	2	0
Servicemen	5	1	2	5	4	5	4	4	4	2	1	4	2
Delivery Men	4	0	1	1	1	1	0	1	1	1	0	1	0
Maids	6	2	2	4	3	2	0	3	1	0	1	4	0
Multi-services	35	4	20	31	19	27	4	30	11	6	3	23	4
Subtotal	316	31	174	286	186	254	42	265	127	41	28	233	45

TABLE 3 -Continued

Categorized Job Title	Sample Number	Uni- form	In- sur- ance	S.S.	Sick Leave	Com- pensa- tion	Vac. No Pay	Vac. w. Pay	Over- time	Re- tire- ment	Trans- porta- tion	Dis- count	Profit Shar- ing
Housing & Home Furnishings Ser.													
Managers	22	3	14	20	9	16	2	18	7	2	4	16	9
Supervisors	1	0	1	0	0	0	0	1	1	0	0	1	0
Sales Repre.	2	1	1	2	2	2	0	2	2	1	2	2	1
Estimators	1	0	0	1	0	1	1	0	0	0	0	1	0
Salespersons	50	4	25	40	24	29	8	39	29	5	7	45	5
Interior Decor.	17	1	8	14	9	10	4	14	7	4	2	15	5
Designer Craft.	1	0	0	0	0	0	0	0	0	0	0	0	0
Floor Cover Cons.	1	0	0	1	0	1	0	1	2	0	1	1	0
Displaymen-artist	1	0	1	1	0	1	0	1	0	0	0	1	0
Florists	1	0	0	1	1	1	1	1	1	0	0	1	0
Flower Arrangers	18	4	4	16	4	11	2	14	13	0	0	17	3
Refinishers	1	0	0	1	0	1	0	1	0	0	0	0	0
Upholsterers	21	2	7	18	6	10	6	9	6	2	3	13	2
Seamstresses	18	0	6	14	6	9	1	12	7	2	1	15	2
Table Girls	1	0	1	1	0	1	0	1	0	1	0	1	0
Pressers	1	0	1	1	0	1	0	1	0	1	0	1	0
Draperymen	2	0	1	1	1	0	1	0	1	0	0	1	0
Cutters & Assemb.	2	0	1	2	0	1	0	1	1	0	0	1	0
Delivery Men	4	3	3	3	2	0	0	4	1	0	1	3	0
Servicemen	9	2	1	8	4	8	1	7	5	1	0	7	0
Cleaning Persons	4	2	2	3	1	2	1	2	3	0	0	3	0
Multi-services	26	3	12	18	13	14	5	17	13	3	1	23	1
Subtotal	204	25	89	166	82	119	33	146	99	22	22	168	28
Grand Total	814	159	430	719	467	594	168	555	319	166	72	483	80

of child care service workers were given vacations with or without pay. Twice as many of the food service workers were given paid vacations as unpaid ones. Clothing and textiles employers usually gave paid vacations as did the housing and home furnishings employers.

The information in Figure 8 indicates that men rather than women were preferred by more employers in wage-earning occupations related to home economics. Seventy-seven per cent of the employers in the area of housing and home furnishings services indicated a preference for men. In clothing and textiles, men were preferred for 58 per cent of the job titles and women for 42 per cent. The reverse was true for the foods service workers. Three-fourths of the employers considered that child care occupations were best filled by women.

Nineteen per cent of the businesses had no requirements regarding the type of garment to be worn by employees (Table 4). Thirty-three per cent of the clothing and textiles businesses did not have requirements as compared to 1 per cent of the food service employers. Eighty-nine per cent of the food services required employees to wear uniforms and 26 per cent of them requested specific colors. Only one-third of the employers required uniforms for employees. More child-care workers were allowed to wear slacks or shorts

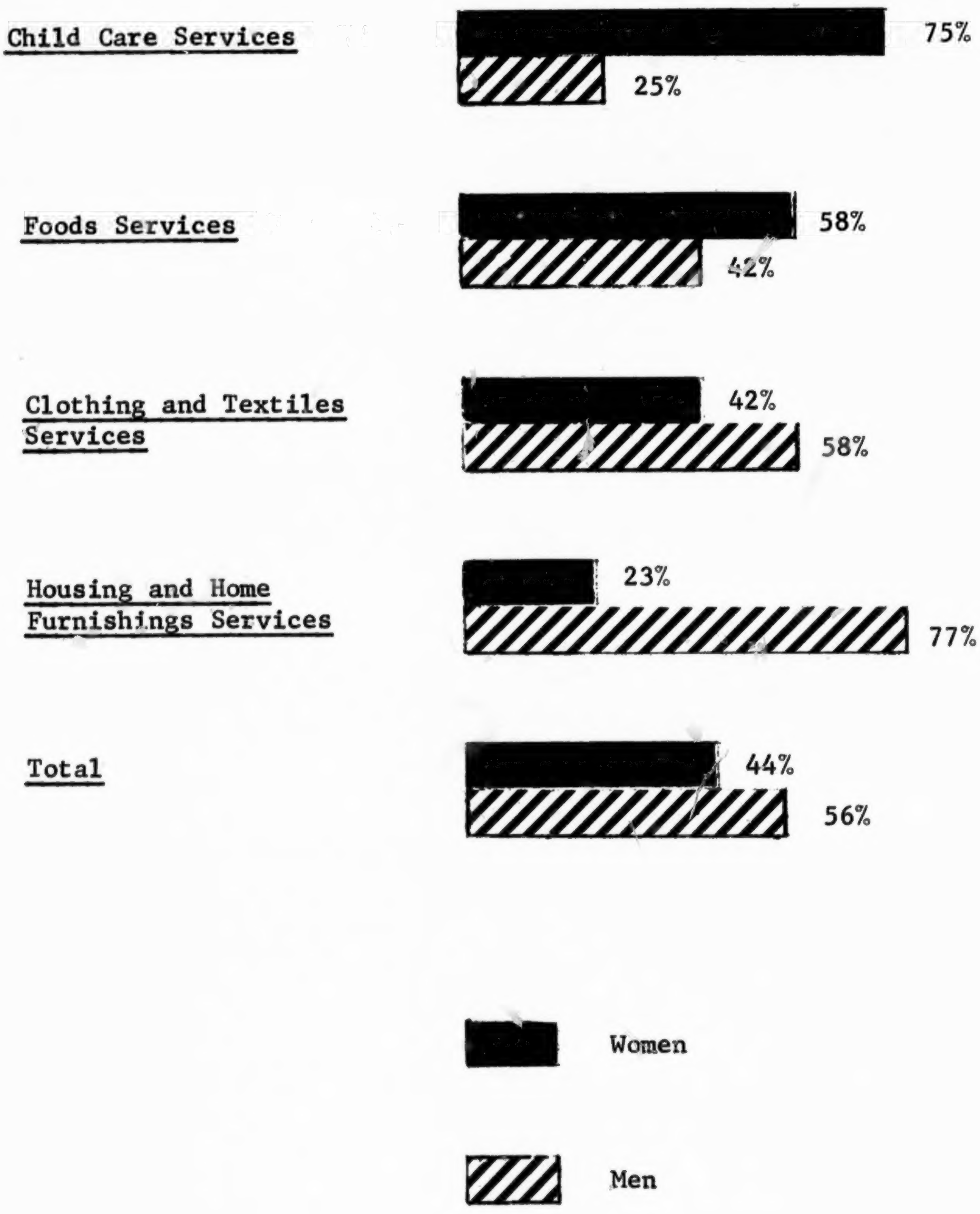

Fig. 8--Sex preference for home economics wage-earning occupations.

TABLE 4

REQUIRED CLOTHING FOR EMPLOYEES BY CATEGORY AND BY JOB TITLE

Categorized Job Title	Sample Number	Uniform	Smock	Business Attire	Casual Dress	Slacks Shorts	Colors	No Requirement
Child Care Services								
Principals	6	1	0	1	2	1	0	1
Teachers	23	2	0	1	18	4	0	3
Nursery Sch.Workers	14	3	1	1	6	2	0	5
Cooks	5	2	0	1	3	0	0	0
Bus Drivers	2	0	0	0	2	2	0	0
Maintenance Men	1	0	0	0	0	1	0	0
Babysitters	1	0	0	0	1	0	0	0
Subtotal	52	8	1	4	32	10	0	9
Food Services								
Managers	29	27	1	0	2	0	9	0
Supervisors	10	8	0	1	0	0	1	0
Dietitians	10	9	0	1	0	0	0	0
Dietary Workers	4	4	0	1	0	0	1	0
Cooks	49	44	1	0	2	0	16	1
Kitchen Helpers	57	52	2	0	3	0	20	0
Bakers	21	19	1	1	0	0	3	0
Salad Makers	3	3	1	0	0	0	0	0
Sandwich Makers	1	0	0	0	0	0	0	0
Hostesses	2	2	0	0	0	0	1	0
Waitresses	8	8	0	0	0	0	5	0
Cleaning Persons	9	8	0	0	1	0	2	0
Dishwashers	4	3	0	0	0	0	0	1
Maintenance Men	1	1	0	0	0	0	0	0

Salespersons	11	9	0	0	1	0	4	0
Route Salesmen	2	2	0	0	0	0	1	0
Secretaries	1	0	0	1	0	0	0	0
Multi-services	20	17	1	0	0	0	1	1
Subtotal	242	216	7	5	9	0	64	3
Clothing & Textiles								
Services								
Managers	58	1	1	26	15	1	3	11
Supervisors	8	0	1	2	1	0	0	1
Plant Foremen	1	0	1	0	1	0	0	0
Seamstresses	36	1	2	2	13	1	0	19
Tailors	9	0	0	1	4	1	0	3
Fitters	3	0	0	1	0	0	0	2
Week-workers	1	0	0	0	0	0	0	0
Piece-workers	1	0	0	0	1	1	0	0
Buyers	1	0	0	1	0	0	0	0
Salespersons	68	5	3	26	27	3	1	7
Clerks	11	2	0	4	6	0	0	1
Counter Girls	19	5	1	1	8	1	0	6
Stock Girls	4	2	0	0	2	0	0	1
Drycleaners	3	0	0	0	0	0	0	3
Processors	15	0	0	0	8	1	0	11
Pressers	23	0	1	0	6	1	0	19
Washers	2	0	0	0	0	0	0	1
Shirt Operators	2	1	0	0	1	0	0	2
Servicemen	5	3	0	1	2	0	0	1
Delivery Men	4	1	0	0	1	1	0	0
Maids	6	8	0	0	0	0	0	0
Multi-services	35	3	0	3	11	2	0	16
Subtotal	315	32	10	68	107	13	4	104

TABLE 4 -Continued

Categorized Job Title	Sample Number	Uniform	Smock	Business Attire	Casual Dress	Slacks Shorts	Colors	No Requirement
Housing & Home Furnishings Ser.								
Managers	22	1	1	7	3	0	0	5
Supervisors	1	0	0	0	1	0	0	0
Sales Repre.	2	0	0	0	0	0	0	0
Estimators	1	0	0	0	0	1	0	0
Salespersons	50	4	2	14	27	0	1	5
Interior Decorator	17	0	2	12	4	1	0	1
Designer Craftsmen	1	0	0	0	0	0	0	1
Floor Cover Consul.	1	0	0	1	0	0	0	0
Displaymen-artists	1	0	0	0	0	0	0	1
Florists	1	0	1	1	0	0	0	0
Flower Arrangers	18	1	4	2	15	0	1	0
Refinishers	1	0	0	0	1	0	0	0
Upholsterers	21	1	3	0	7	2	0	10
Seamstresses	18	0	1	1	10	0	0	4
Table Girls	1	0	0	0	0	0	0	1
Pressers	1	0	0	0	0	0	0	1
Draperymen	2	0	0	0	1	0	0	0
Cutters & Assemb.	2	0	0	0	1	0	0	3
Delivery Men	4	3	0	0	0	0	0	1
Servicemen	9	2	0	0	1	1	0	4
Cleaning Persons	4	2	0	0	2	0	0	0
Multi-services	26	3	0	5	10	1	0	8
Subtotal	204	17	14	43	83	6	2	45
Grand Total	813	273	32	120	231	29	70	161

than were employees of other occupational groups. Casual dresses were worn most often by employees of services other than food related occupations. Sixty-two per cent of the child-care services, 34 per cent of the clothing and textiles services, and 41 per cent of the housing and home furnishings services preferred casual dresses. Professional business attire was stipulated as proper dress by 15 per cent of the service employers. Almost one-fourth of each of the clothing and textiles and housing and home furnishings services employees were asked to be "professional" in their dress.

One-third of the businesses did not have an age requirement (Table 5). Of the two-thirds that did have requirements, one-third requested that employees be from 26 to 35 years of age. Seventeen per cent asked that persons seeking employment be in the age range of 16 to 25. Twelve per cent of the employers set their requirements at 36 to 45 years of age. Only 3 per cent would hire those employees who were from 46 to 55 years of age. The remaining three per cent hired persons who were between the ages of 56 and 85.

Only 10 per cent of the businessmen did not express educational requirements (Table 6). Forty-three per cent of the employers required a high school diploma although 19 per cent would accept persons who had attended high school

TABLE 5

AGE REQUIREMENTS FOR EMPLOYMENT BY CATEGORY AND BY JOB TITLE

Categorized Job Title	Sample Number	Under 16	16-25	26-35	36-45	46-55	56-65	66-75	76-85	None
Child Care Services										
Principals	6	0	0	2	1	0	0	0	0	3
Teachers	23	0	5	11	2	0	0	0	0	5
Nursery Workers	14	0	6	1	3	0	0	0	0	4
Cooks	5	0	2	1	1	1	0	0	0	0
Bus Drivers	2	0	0	2	0	0	0	0	0	0
Maintenance Men	1	0	0	0	0	0	0	0	0	1
Babysitters	1	0	0	0	0	0	0	0	0	1
Subtotal	52	0	13	17	7	1	0	0	0	14
Food Services										
Managers	29	0	3	13	6	0	0	0	0	7
Supervisors	10	0	0	5	2	0	0	0	0	3
Dietitians	10	0	0	4	2	0	0	0	0	4
Dietary Workers	4	0	0	3	0	0	0	0	0	1
Cooks	49	0	4	13	11	0	2	0	0	19
Kitchen Helpers	57	1	5	18	9	1	0	0	0	23
Bakers	21	0	0	5	3	1	1	0	0	11
Salad Makers	3	0	0	0	1	0	1	0	0	1
Sandwich Makers	1	0	0	0	0	0	0	0	0	1
Hostesses	2	0	0	0	1	0	0	0	0	1
Waitresses	8	0	2	0	2	0	0	0	0	4
Cleaning Persons	9	0	2	2	0	0	0	0	0	5
Dishwashers	4	0	2	0	0	0	0	0	0	2
Maintenance Men	1	0	0	1	0	0	0	0	0	0

Salespersons	11	0	1	5	1	0	0	0	0	4
Route Salesmen	2	0	0	1	0	0	0	0	0	1
Secretaries	1	0	0	0	0	0	0	0	0	1
Multi-services	20	0	5	1	0	0	0	0	0	14
Subtotal	242	1	24	71	38	2	4	0	0	102
Clothing & Textiles Services										
Managers	58	0	4	27	15	4	1	0	0	7
Supervisors	8	0	0	5	1	0	0	0	0	2
Plant Foremen	1	0	0	1	0	0	0	0	0	0
Seamstresses	36	0	9	7	3	3	1	0	0	13
Tailors	9	0	0	5	4	0	0	0	0	0
Fitters	3	0	0	1	1	0	0	0	0	1
Week-workers	1	0	0	1	0	0	0	0	0	0
Piece-workers	1	0	1	0	0	0	0	0	0	0
Buyers	1	0	0	1	0	0	0	0	0	0
Salespersons	68	1	23	21	12	4	0	0	1	6
Clerks	11	0	3	6	1	0	0	0	0	1
Counter Girls	19	0	3	4	0	1	0	0	0	11
Stock Girls	4	0	3	0	0	0	0	0	0	1
Drycleaners	3	0	0	2	0	1	0	0	0	0
Processors	15	0	2	3	1	1	0	1	0	7
Pressers	23	0	2	8	0	0	0	0	0	13
Washers	2	0	0	0	0	0	0	0	0	2
Shirt Operators	3	0	0	1	0	0	0	0	0	2
Servicemen	5	0	2	1	0	0	0	0	0	2
Delivery Men	4	0	1	0	2	0	0	0	0	1
Maids	6	0	3	1	0	0	0	0	0	2
Multi-services	35	0	3	19	4	2	1	0	0	6
Subtotal	316	1	59	114	44	16	3	1	1	77

TABLE 5 --Continued

Categorized Job Title	Sample Number	Under 16	16-25	26-35	36-45	46-55	56-65	66-75	76-85	None
Housing & Home Furnishings Ser.										
Managers	22	0	5	8	0	0	2	0	0	7
Supervisors	1	0	1	0	0	0	0	0	0	0
Sales Repre.	2	0	0	0	1	0	0	0	0	1
Estimators	1	0	1	0	0	0	0	0	0	0
Salespersons	50	0	8	16	2	2	1	0	0	21
Interior Decor.	17	0	1	10	2	0	0	0	0	4
Designer Craft.	1	0	0	0	0	0	0	0	0	1
Floor Cover Consul.	1	0	0	1	0	0	0	0	0	0
Displaymen-artists	1	0	0	0	0	0	0	0	0	1
Florists	1	0	0	0	0	0	0	0	0	1
Flower Arrangers	18	0	2	9	0	0	0	0	0	7
Refinishers	1	0	0	0	0	0	0	0	0	1
Upholsterers	21	0	5	4	2	1	0	0	0	9
Seamstresses	18	0	4	4	1	0	0	0	0	9
Table Girls	1	0	0	0	0	0	0	0	0	1
Pressers	1	0	0	0	0	0	0	0	0	1
Draperymen	2	0	0	0	0	1	0	0	0	1
Cutters & Assemb.	2	0	2	0	0	0	0	0	0	0
Deliverymen	4	0	2	0	1	0	0	0	0	1
Servicemen	9	0	4	2	0	0	0	0	0	3
Cleaning Persons	4	0	0	1	0	1	0	0	0	2
Multi-services	26	0	3	11	3	0	0	0	0	9
Subtotal	204	0	38	66	12	5	3	0	0	80
Grand Total	814	2	134	268	101	24	10	1	1	273

TABLE 6

EDUCATIONAL REQUIREMENTS BY CATECORY AND BY JOB TITLE

Categorized Job Title	Sample Number	Elem. Sch.	Jr. High Sch.	Some High Sch.	High Sch.	Some Coll. Educ.	Coll.	M.S.	M.S. Plus	Business Sch.	Voca. Tech. Sch.	None
Child Care Services												
Principals	6	0	0	0	2	3	0	0	0	0	0	1
Teachers	23	0	0	0	6	13	3	0	0	0	1	0
Nursery Sch. Workers	14	1	2	3	5	1	0	0	0	0	0	2
Cooks	5	0	0	1	2	0	0	0	0	0	2	0
Bus Drivers	2	0	0	0	2	0	0	0	0	0	0	0
Maintenance Men	1	0	0	0	0	0	0	0	0	0	0	1
Babysitters	1	0	0	0	1	0	0	0	0	0	0	0
Subtotal	52	1	2	4	18	17	3	0	0	0	3	4
Food Services												
Managers	29	1	0	3	19	1	2	0	0	1	2	0
Supervisors	10	0	0	2	6	0	0	0	0	1	1	2
Dietitians	10	0	0	0	0	0	0	8	0	0	2	0
Dietary Workers	4	0	0	2	2	0	0	0	0	0	0	0
Cooks	49	6	4	8	16	0	0	0	0	1	6	10
Kitchen Helpers	57	4	7	11	5	1	1	0	0	4	8	16
Bakers	21	0	0	2	10	0	0	0	0	1	5	3
Salad Makers	3	0	0	2	0	0	0	0	0	0	1	0
Sandwich Makers	1	0	0	0	0	0	0	0	0	0	0	1
Hostesses	2	0	0	0	1	0	0	0	0	0	0	1
Waitresses	8	1	0	0	1	0	0	0	0	0	0	6
Cleaning Persons	9	0	3	2	0	0	0	0	0	0	0	4
Dishwashers	4	1	0	0	1	0	0	0	0	0	0	2
Maintenance Men	1	1	0	0	0	0	0	0	0	0	0	0

Salespersons	11	0	0	1	7	1	0	0	0	0	2	0
Route Salesmen	2	0	0	1	0	0	0	0	0	0	1	0
Secretaries	1	0	0	0	0	0	0	0	0	0	0	1
Multi-services	20	1	0	4	4	0	0	0	0	1	1	9
Subtotal	242	15	14	38	72	3	3	8	0	9	29	55
Clothing & Textiles Services												
Managers	58	0	2	7	25	13	5	0	0	2	3	0
Supervisors	8	0	0	0	5	2	0	0	0	0	0	1
Plant Foremen	1	0	0	0	0	0	0	0	0	0	0	1
Seamstresses	36	4	0	11	8	0	0	0	0	6	5	2
Tailors	9	0	0	1	4	0	0	0	0	0	3	1
Fitters	3	0	0	0	3	0	0	0	0	0	0	0
Week-workers	1	0	0	0	0	0	0	0	0	0	0	1
Piece-workers	1	0	0	0	0	0	0	0	0	0	0	1
Buyers	1	0	0	0	0	1	0	0	0	0	0	0
Salespersons	68	8	3	8	30	5	4	0	0	2	5	3
Clerks	11	2	1	2	5	0	0	0	0	0	1	0
Counter Girls	19	0	0	0	6	1	0	0	0	0	1	8
Stock Girls	4	2	0	0	1	0	0	0	0	0	0	1
Drycleaners	3	0	0	0	1	0	0	0	0	0	1	1
Processors	15	0	1	5	3	0	0	0	0	0	3	3
Pressers	23	0	1	7	1	0	0	0	0	0	2	12
Washers	2	0	0	0	0	0	0	0	0	0	0	2
Shirt Operators	3	0	0	0	0	0	0	0	0	0	0	3
Servicemen	5	1	0	0	2	0	0	0	0	0	1	2
Delivery Men	4	0	1	0	2	0	0	0	0	0	1	0
Maids	6	1	0	0	2	0	0	0	0	0	0	3
Multi-services	35	2	2	6	12	0	0	0	1	1	1	10
Subtotal	316	20	11	47	110	22	9	0	1	11	27	47

TABLE 6 --Continued

Categorized Job Title	Sample Number	Elem. Sch.	Jr. High Sch.	Some High Sch.	High Sch.	Some Coll. Educ.	Coll.	M.S.	M.S. Plus	Busi-ness Sch.	Voca. Tech. Sch.	None
Housing and Home Furnishings Ser.												
Managers	22	0	0	2	4	11	0	0	0	3	1	1
Supervisors	1	0	0	0	1	0	0	0	0	0	0	0
Sales Repre.	2	0	0	0	1	0	0	0	0	0	1	1
Estimators	1	0	0	1	0	0	0	0	0	0	0	0
Salespersons	50	1	1	8	25	3	1	0	0	3	0	8
Interior Decor.	17	0	0	0	5	3	4	0	0	1	4	0
Designer Craft.	1	0	0	0	0	0	0	0	0	0	0	1
Floor Cover Cosult.	1	0	0	0	1	0	0	0	0	0	0	0
Displaymen-artists	1	0	0	0	0	0	0	0	0	0	0	1
Florists	1	0	0	0	1	0	0	0	0	0	0	0
Flower Arrangers	18	0	1	3	7	1	1	0	0	0	0	5
Refinishers	1	0	0	0	0	0	0	0	0	0	0	1
Upholsterers	21	3	0	4	1	0	0	0	0	0	1	12
Seamstresses	18	0	0	2	3	3	0	0	0	0	2	8
Table Girls	1	0	0	0	0	0	0	0	0	0	0	1
Pressers	1	0	0	0	0	0	0	0	0	0	0	1
Draperymen	2	0	0	1	0	0	0	0	0	0	1	0
Cutters & Assemblers	2	0	0	0	2	0	0	0	0	0	0	0
Deliverymen	4	0	1	0	2	0	0	0	0	0	0	1
Servicemen	9	0	0	2	3	0	0	0	0	0	0	2
Cleaning Persons	4	1	0	1	1	0	0	0	0	0	0	1
Multi-services	26	1	1	4	10	0	1	0	0	0	4	5
Subtotal	204	6	4	28	67	21	7	0	0	7	14	49
Grand Total	814	43	31	117	267	63	22	8	1	27	73	155

without graduating. Only 5 per cent would accept a junior high education and 7 per cent set their requirement as low as an elementary school education. Education beyond high school graduation was requested by 18 per cent of the employers.

Twenty-seven per cent of the employers did not consider experience necessary for employment although one-fourth considered homemaking helpful for job preparation (Table 7). Experience as a homemaker and/or a household, hospital, nursing home, or school worker was suggested more often by child-care and food service employers than by the other two groups of employers.

Only 7 per cent of the businesses provided no on-the-job training (Table 8). Most of the employers gave their employees individual instructions as preparation for performing duties but written materials were handed out by 27 per cent. Twenty-two per cent of the employers expected workers to serve an apprenticeship and 28 per cent planned training sessions. Specialized training was given by 24 per cent of the employees and correspondence courses were requested by 4 per cent. Workshops were used by 22 per cent of the employers and staff meetings by 31 per cent.

One-third of the businesses responded that they did not have any specific health requirements (Figure 9). Health examinations were required for employment in one-fourth of

TABLE 7

RECOMMENDED BACKGROUND OF EXPERIENCE BY CATEGORY AND BY JOB TITLE

Categorized Job Title	Sample Number	None	Homemaking	Domestic	Hospital	Nursing Home	School
Child Care Services							
Principals	6	1	3	0	0	1	3
Teachers	23	5	17	3	10	5	19
Nursery Workers	14	8	10	4	4	4	5
Cooks	5	0	5	3	3	3	1
Bus Drivers	2	0	2	0	0	0	2
Maintenance Men	1	1	0	1	1	1	1
Babysitters	1	0	1	1	0	0	0
Subtotal	52	15	38	12	18	14	31
Food Services							
Managers	29	5	14	6	5	3	21
Supervisors	10	3	4	3	6	6	6
Dietitians	10	5	1	2	8	5	5
Dietary Workers	4	3	1	2	2	2	2
Cooks	49	6	25	19	15	14	29
Kitchen Helpers	57	15	31	16	12	10	32
Bakers	21	4	12	1	1	1	9
Salad Makers	3	0	1	0	0	0	2
Sandwich Makers	1	0	1	0	0	0	0
Hostesses	2	0	2	0	0	0	1
Waitresses	8	3	1	1	0	0	0
Cleaning Persons	9	6	2	2	1	1	1
Dishwashers	4	1	1	2	1	1	1
Maintenance Men	1	0	1	1	0	0	0

Salespersons	11	5	4	2	2	2	2
Route Salesmen	2	2	1	1	0	0	0
Secretaries	1	0	0	0	1	0	0
Multi-services	20	7	2	5	3	2	4
Subtotal	242	65	104	63	57	47	115
Clothing and Textiles Services							
Managers	58	5	8	1	0	0	1
Supervisors	8	0	0	1	0	0	0
Plant Foremen	1	1	0	0	0	0	0
Seamstresses	36	5	8	1	0	0	1
Tailors	9	2	0	0	0	0	1
Fitters	3	0	0	0	0	0	0
Week-workers	1	0	0	0	0	0	0
Piece-workers	1	0	0	0	0	0	0
Buyers	1	0	0	0	0	0	0
Salespersons	68	20	8	2	0	0	3
Clerks	11	3	2	1	0	0	1
Counter Girls	19	12	1	1	1	0	1
Stock Girls	4	2	1	2	0	0	0
Drycleaners	3	3	0	0	0	0	0
Processors	15	5	1	0	0	0	1
Pressers	23	9	0	0	0	0	3
Washers	2	1	0	0	0	0	0
Shirt Operators	3	1	0	0	0	0	0
Servicemen	5	0	1	4	0	0	1
Delivery Men	4	0	0	0	0	0	0
Maids	6	3	3	3	0	0	0
Multi-services	35	4	3	2	1	0	0
Subtotal	316	76	36	18	2	0	13

TABLE 7 --Continued

Categorized Job Title	Sample Number	None	Homemaking	Domestic	Hospital	Nursing Home	School
Housing and Home Furnishings Ser.							
Managers	22	5	2	1	0	0	1
Supervisors	1	0	0	0	0	0	0
Sales Repre.	2	1	1	0	0	0	0
Estimators	1	1	0	0	0	0	0
Salespersons	50	24	12	2	0	0	3
Interior Decor.	17	6	3	0	0	0	1
Designer-Craft.	1	0	0	0	0	0	0
Floor Cover Consul.	1	0	0	0	0	0	0
Displaymen-artist	1	0	1	0	0	0	0
Florists	1	0	0	0	0	0	1
Flower Arrangers	18	5	0	0	0	0	2
Refinishers	1	0	0	0	0	0	0
Upholsterers	21	5	2	2	2	0	0
Seamstresses	18	4	8	1	0	0	1
Table Girls	1	0	1	1	0	0	0
Pressers	1	1	0	0	0	0	0
Draperymen	2	0	0	0	1	0	0
Cutters and Assemb.	2	1	0	0	0	0	0
Delivery Men	4	2	0	0	0	0	0
Servicemen	9	4	0	0	0	0	0
Cleaning Persons	4	1	2	3	0	0	0
Multi-services	26	9	6	1	0	1	2
Subtotal	204	69	38	11	3	1	11
Grand Total	814	225	216	104	80	62	170

TABLE 8

ON-THE-JOB TRAINING PROVIDED BY CATEGORY AND BY JOB TITLE

Categorized Job Title	Sample Number	Indiv. Instruction	Training Sessions	Apprenticeship	Courses	Spec. Training	Staff Meetings	Written Material	Workshops	None
Child Care Services										
Principals	6	3	2	1	0	2	3	0	3	0
Teachers	23	18	10	4	0	7	19	8	13	1
Nursery Sch. Workers	14	10	1	0	0	0	8	1	4	1
Cooks	5	3	2	4	0	0	4	0	2	0
Bus Drivers	2	2	1	0	0	1	2	2	2	0
Maintenance Men	1	1	1	1	0	0	0	0	0	0
Babysitters	1	0	0	0	0	0	0	0	3	1
Subtotal	52	37	17	10	0	10	36	11	27	3
Food Services										
Managers	20	19	18	5	1	15	14	11	9	2
Supervisors	10	9	4	2	2	3	9	6	1	1
Dietitians	10	2	0	0	0	1	5	3	1	1
Dietary Workers	4	4	2	1	0	1	1	3	4	0
Cooks	49	44	20	11	1	16	14	21	16	0
Kitchen Helpers	57	53	26	5	0	16	21	18	21	3
Bakers	21	17	10	7	1	7	8	4	4	2
Salad Makers	3	3	1	0	0	2	3	2	1	0
Sandwich Makers	1	1	0	0	0	0	0	0	0	0
Hostesses	2	2	0	0	0	0	1	0	0	0

Food Services										
Waitresses	8	8	3	2	0	3	3	0	0	0
Cleaning Persons	9	9	5	1	0	3	2	1	0	0
Dishwashers	4	4	0	0	0	0	0	0	0	0
Maintenance Men	1	1	1	1	0	0	0	1	1	0
Salespersons	11	10	3	4	0	1	0	2	1	0
Route Salesmen	2	2	1	1	0	1	0	1	1	0
Secretaries	1	1	0	0	0	0	0	0	0	0
Multi-services	20	19	6	2	0	5	4	5	5	1
Subtotal	233	208	100	42	5	74	85	78	65	10
Clothing and Textiles Services										
Managers	58	48	29	13	8	22	31	26	20	6
Supervisors	8	8	3	3	1	1	5	6	4	0
Plant Foremen	1	1	1	1	0	1	0	0	1	0
Seamstresses	36	22	7	7	0	5	4	5	4	6
Tailors	9	2	0	2	0	0	0	0	1	1
Fitters	3	1	0	1	0	0	0	0	0	0
Week-workers	1	1	1	1	0	1	1	1	1	0
Piece-workers	1	1	0	1	0	1	0	0	0	0
Buyers	1	1	1	0	0	0	1	1	0	0
Salespersons	68	52	20	10	3	17	23	18	8	6
Clerks	11	9	2	1	1	3	5	3	1	1
Counter Girls	19	19	2	6	0	6	2	6	4	2
Stock Girls	4	4	0	0	0	0	0	0	0	0
Drycleaners	3	3	1	2	0	0	1	1	1	0
Processors	15	13	2	5	0	4	1	5	5	1
Pressers	23	18	4	8	0	5	1	3	5	1
Washers	2	1	0	0	0	0	0	0	0	0

TABLE 8 --Continued

Categorized Job Title	Sample Number	Indiv. Instruction	Training Sessions	Apprenticeship	Courses	Spec. Training	Staff Meetings	Written Material	Workshops	None
Clothing and Textiles Services										
Shirt Operators	3	3	0	1	0	0	1	0	1	2
Servicemen	5	5	1	1	0	3	1	1	2	0
Delivery Men	4	1	0	1	0	1	0	0	0	0
Maids	6	6	0	0	0	0	0	0	0	0
Multi-services	35	25	6	9	0	8	11	10	8	2
Subtotal	316	244	80	73	13	78	88	86	66	28
Housing and Home Furnishings Services										
Managers	22	16	3	6	0	3	4	8	0	1
Supervisors	1	1	1	0	0	0	1	0	0	0
Sales Representatives	2	1	1	1	1	1	1	1	1	0
Estimators	1	1	0	1	0	0	1	0	0	0
Salespersons	50	42	14	14	5	4	14	13	6	2
Interior Decorators	17	12	4	5	3	6	6	8	6	2
Designer Craftsmen	1	1	0	0	0	0	0	0	0	0
Floor Cover Consult.	1	1	1	0	1	0	0	1	0	0
Displaymen-artists	1	1	0	1	0	0	0	0	0	1
Florists	1	1	1	1	0	1	1	1	1	0
Flower Arrangers	18	18	3	6	0	3	3	6	4	0

Housing and Home Furnishings Services										
Refinishers	1	1	0	1	0	0	0	0	0	0
Upholsterers	21	10	2	4	0	2	2	2	3	4
Seamstresses	18	13	1	4	0	3	2	2	4	3
Table Girls	1	1	0	0	0	0	0	0	0	0
Pressers	1	1	1	0	0	0	0	0	0	0
Draperymen	2	1	0	0	0	0	0	0	0	0
Cutters and Assemblers	2	2	0	1	0	0	1	0	0	0
Delivery Men	4	3	0	1	0	0	0	0	0	0
Servicemen	9	7	2	6	0	2	3	1	2	0
Cleaning Persons	4	4	0	0	0	0	1	0	0	1
Multi-services	26	13	6	7	3	4	5	2	4	6
Subtotal	204	151	40	59	13	29	45	45	31	20
Grand Total	805	640	237	184	31	191	254	220	189	61

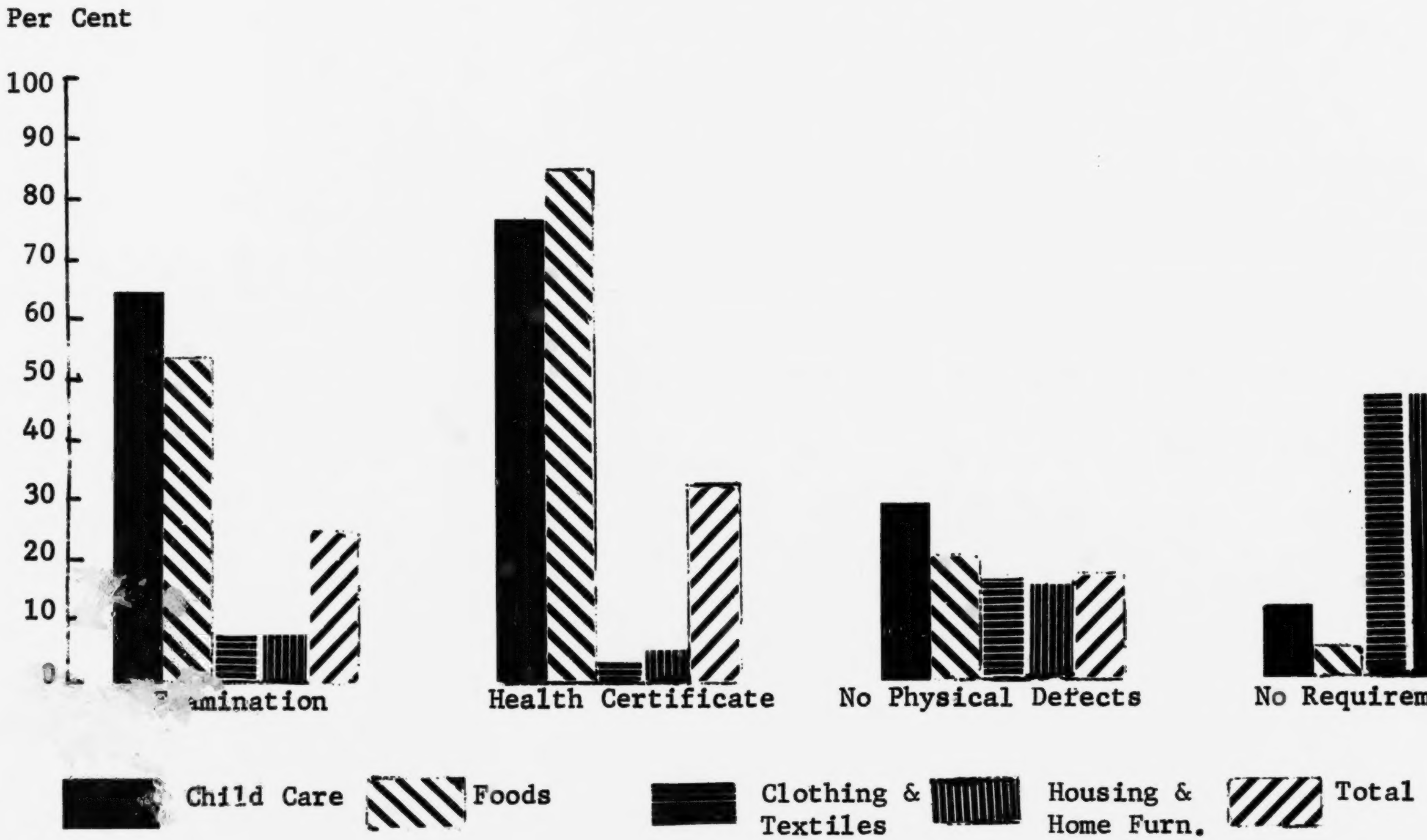

Fig. 9 --Health requirements for home economics wage-earning occupations.

the occupations but predominately for child-care and food service employees. One-third of all the employees of home economics wage-earning occupations needed a health certificate. Three-fourths of the child-care workers and four-fifths of the food service workers were required to have a health certificate to be eligible for employment. Seventeen per cent of the businesses required that persons to be considered for employment must have no physical defects.

Nineteen per cent of the businesses did not require specific physical abilities (Table 9). Only 7 per cent emphasized a specific weight and/or height. Acute hearing was considered necessary for 41 per cent of the job titles and far, near, or depth seeing for 52 per cent. Child-care service workers were required to have adequate hearing and seeing ability more often than workers in the other areas. The ability to stand for extended periods of time was considered a necessary characteristic by both four-fifths of the child-care service and the food service employers, by two-thirds of the clothing and textiles service employers and by one-half of the housing and home furnishings employers. Arm strength was considered necessary for workers by half of the employers but it was not rated as highly by clothing and textiles employers as it was by the other

TABLE 9

NECESSARY PHYSICAL ABILITIES BY CATEGORY AND BY JOB TITLE

Categorized Job Title	Sample Number	Agility	Eye-Hand Coordination	Finger Coordination	Arm Strength	Ability to Stand	Seeing	Hearing	Weight Height	None
Child Care Services										
Principals	6	6	6	6	4	5	3	4	1	0
Teachers	23	20	22	21	16	19	19	21	4	4
Nursery Workers	14	12	12	9	13	11	13	13	1	1
Cooks	5	4	4	4	4	5	3	4	0	0
Bus Drivers	2	2	2	2	2	2	2	2	0	1
Maintenance Men	1	1	1	1	1	0	1	1	0	1
Babysitters	1	0	0	0	0	0	0	0	0	1
Subtotal	52	45	47	43	40	42	41	45	6	8
Food Services										
Managers	29	18	23	17	22	22	16	16	3	4
Supervisors	10	9	9	9	7	7	5	5	1	1
Dietitians	10	6	6	6	6	6	5	5	0	3
Dietary Workers	4	4	4	4	4	4	4	5	2	0
Cooks	49	30	34	30	34	38	20	23	3	9
Kitchen Helpers	57	39	41	36	37	43	33	29	4	13
Bakers	21	15	19	14	15	21	11	8	1	3
Salad Makers	3	3	3	3	3	3	2	3	0	1
Sandwich Makers	1	1	1	1	1	1	1	1	0	0
Hostesses	2	2	2	2	2	2	1	1	1	0
Waitresses	8	7	8	8	6	8	6	6	0	0
Cleaning Persons	9	8	7	7	8	7	6	7	0	1

Food Services										
Dishwashers	4	1	3	3	3	3	1	0	0	0
Maintenance Men	1	1	1	1	1	0	1	1	0	2
Salespersons	11	7	9	7	1	8	7	6	1	1
Route Salesmen	2	1	1	1	1	1	1	1	1	1
Secretaries	1	0	1	1	0	1	0	0	1	1
Multi-services	20	13	16	16	14	16	12	13	1	3
Subtotal	242	165	188	166	165	191	132	130	19	43
Clothing and Textiles Services										
Managers	58	39	36	28	24	46	30	25	3	14
Supervisors	8	4	5	4	1	1	4	1	0	2
Plant Foremen	1	1	1	1	1	1	1	1	0	0
Seamstresses	36	25	36	34	4	9	26	8	0	1
Tailors	9	0	8	8	1	2	7	1	0	2
Fitters	3	1	1	1	0	1	2	1	0	1
Week-workers	1	1	1	1	0	1	1	0	0	0
Piece-workers	1	1	1	1	0	1	1	0	0	0
Buyers	1	1	1	1	1	1	1	0	0	0
Salespersons	68	38	38	36	24	56	27	23	5	11
Clerks	11	9	9	10	4	3	7	5	1	2
Counter Girls	19	11	14	12	11	16	10	11	5	4
Stock Girls	4	3	3	3	3	3	3	3	0	1
Drycleaners	3	3	2	2	2	3	1	1	0	0
Processors	15	7	9	7	4	13	6	3	1	5
Pressers	23	13	17	13	8	17	11	5	0	5
Washers	2	0	0	0	0	0	0	0	0	1
Shirt Operators	3	2	2	2	0	2	1	1	0	1
Servicemen	5	5	5	5	5	5	4	2	1	0

TABLE 9 --Continued

Categorized Job Title	Sample Number	Agility	Eye-Hand Coordination	Finger Coordination	Arm Strength	Ability to Stand	Seeing	Hearing	Weight Height	None
Clothing & Textiles Services										
Delivery Men	4	1	1	1	1	0	1	0	0	0
Maids	6	3	2	1	2	5	2	3	0	4
Multi-services	35	25	25	18	15	25	17	7	3	7
Subtotal	316	193	217	189	111	211	163	101	19	61
Housing and Home Furnishings Services										
Managers	22	8	13	10	9	15	7	5	1	6
Supervisors	1	0	0	0	0	0	0	0	0	0
Sales Representatives	2	1	0	0	0	0	0	0	1	0
Estimators	1	0	1	1	1	0	0	1	1	0
Salespersons	50	22	24	23	25	33	17	12	2	15
Interior Decorators	17	11	10	8	5	6	9	4	2	7
Designer Craftsmen	1	1	1	1	0	0	0	0	0	0
Floor Cover Consul.	1	0	0	0	0	0	0	0	1	0
Displaymen-artists	1	0	1	0	0	0	0	0	1	0
Florists	1	0	1	1	0	1	1	1	0	0
Flower Arrangers	18	12	17	17	7	16	11	7	3	2
Refinishers	1	1	1	1	1	0	1	0	1	0
Upholsterers	21	13	18	16	19	15	9	2	0	3
Seamstresses	18	6	18	12	6	5	9	5	1	3
Table Girls	1	0	1	1	1	1	1	1	0	0
Pressers	1	0	1	1	1	1	1	0	0	0

Housing and Home Furnishings Services										
Draperymen	2	0	1	1	1	0	0	0	0	0
Cutters and Assemblers	2	2	2	2	2	2	1	1	0	0
Delivery Men	4	2	2	1	4	2	2	1	3	0
Servicemen	9	6	6	6	8	6	4	3	1	0
Cleaning Persons	4	3	2	2	2	2	2	2	1	1
Multi-services	26	15	22	22	18	17	15	10	7	2
Subtotal	204	103	142	126	110	122	90	55	26	39
Grand Total	814	506	594	524	426	566	426	331	70	151

three services. Finger coordination was considered important for employees to function adequately in 64 per cent of the job titles by child-care service employers who rated it higher than respondents of other businesses. Child-care service employers also specified that eye-hand coordination was more important than did the other groups of employers. Agility was considered necessary by 87 per cent of the child-care service employers while the requirement dropped to 51 per cent for housing and home furnishings workers.

Controls for home economics wage-earning occupations included regulations imposed through insurance companies, labor unions, labor laws, licensing agencies, and company policies The average for the combined occupations groups for each type of regulations was approximately 50 per cent (Figure 10). Child-care services had more rules prescribed than the other three services as each control was imposed in 80 per cent or more of the businesses. The percentages dropped below 60 for the other occupational groups. Food services had more regulations than did clothing and textiles services but housing and home furnishings had the lowest percentage of controls.

One-fifth of the employers of the home economics wage-earning occupations responded that they offered "excellent" opportunities for promotions (Figure 11). Approximately

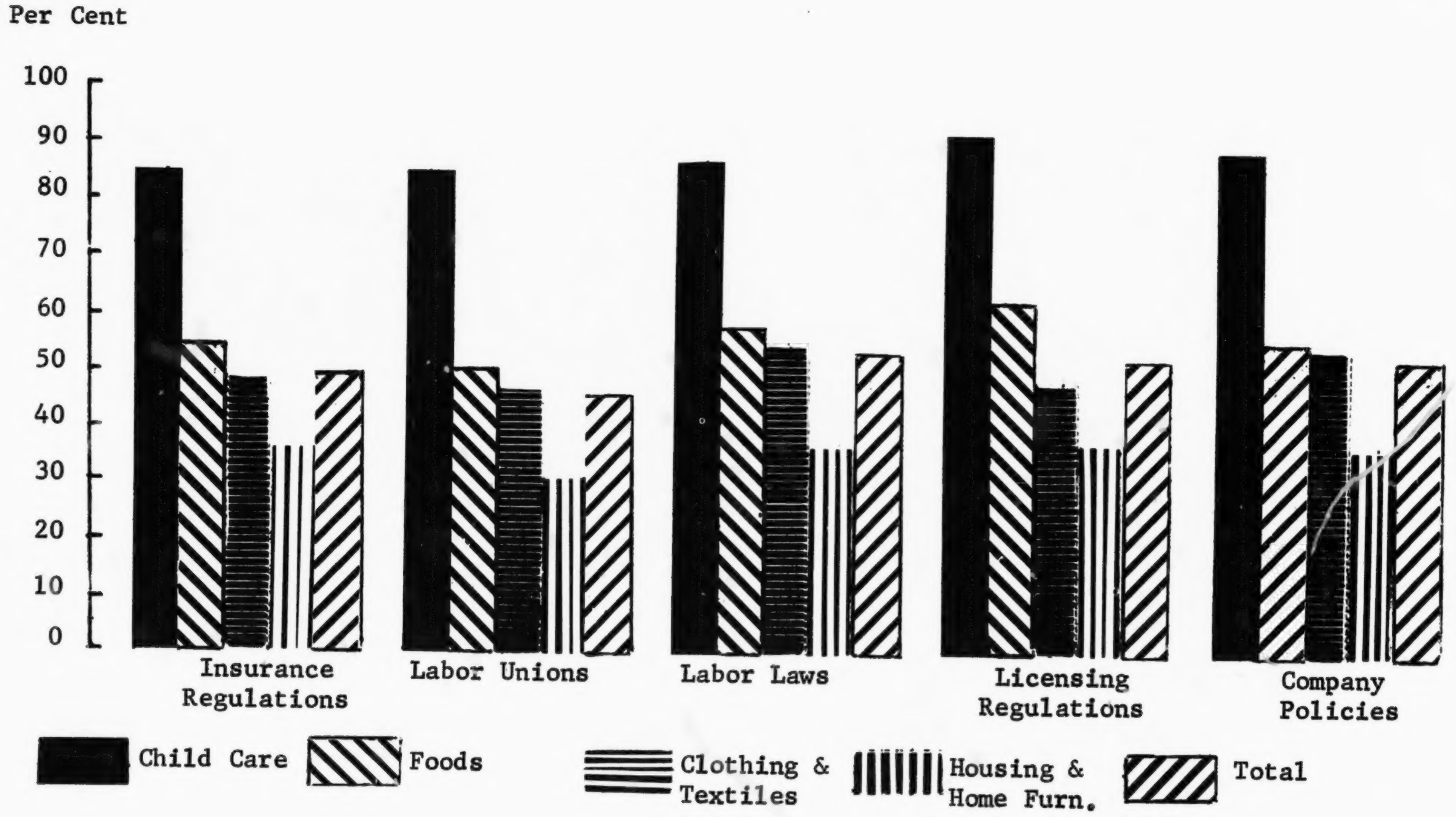

Fig. 10-Required regulations for home economics wage-earning occupations.

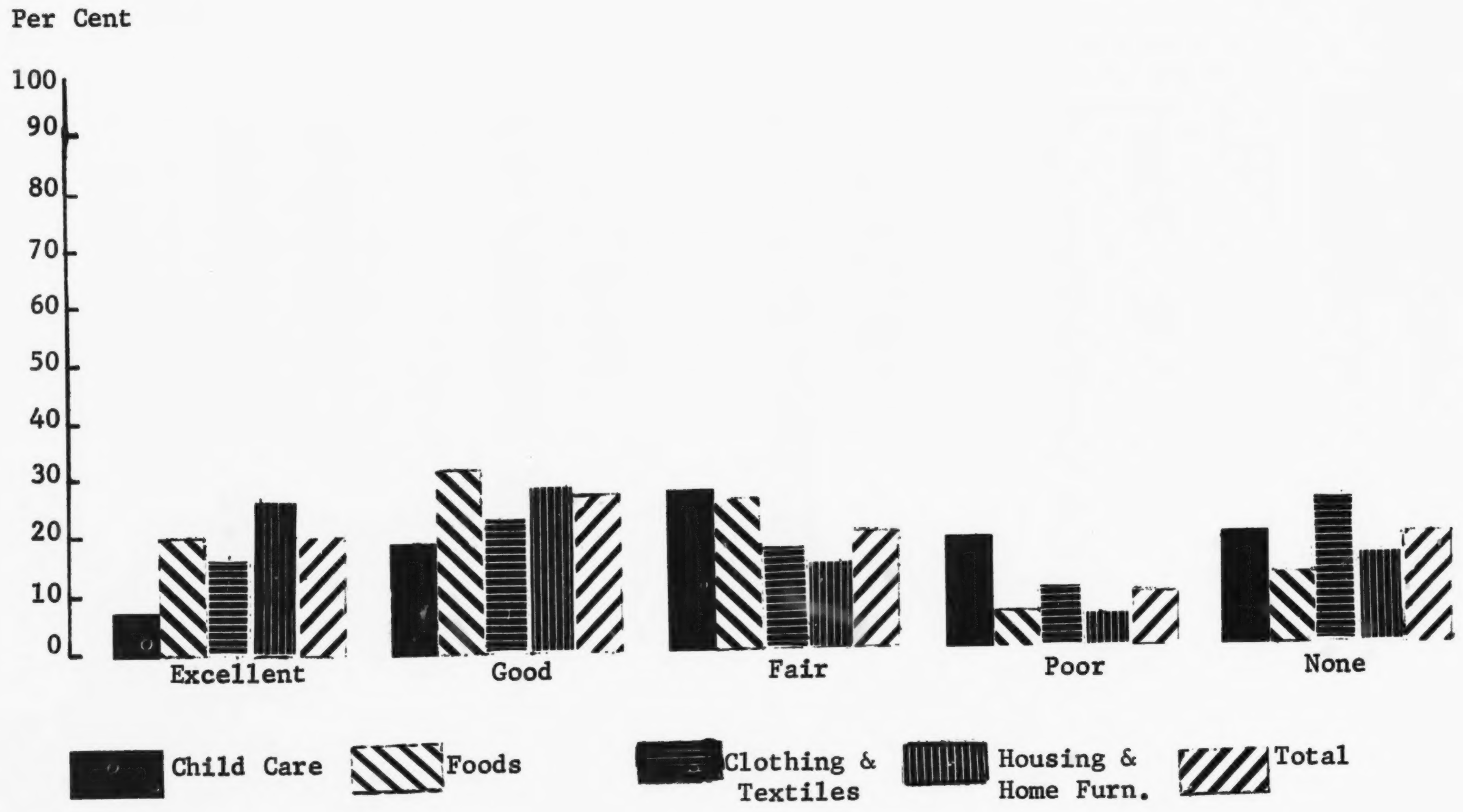

Fig. 11--Opportunities for promotions for home economics wage-earning occupations.

one-fourth said their employees had "good" chances of advancing beyond their present level of employment. Another fifth indicated that workers had "fair" opportunities. The probability of advancement was considered "poor" in 9 per cent of the jobs. Nineteen per cent could not anticipate employees receiving any promotions. Five per cent of the employers failed to respond.

Job promotions were most frequently characterized by an increase in salary (Figure 12). In 50 per cent of the cases the pay increase was accompanied by more responsibility. This was evident especially for food service workers since 66 per cent of the employers added responsibilities with their promotions. The food service workers also were granted more authority with promotions than were other workers. Forty-one per cent of the employers responded that more prestige was evident after promotions for employees, but that fewer child-care workers were given more prestige as a result of promotions. Almost one-third of the employers reported a change in job title with a promotion. Food service workers received more title changes and child-care workers fewer than other occupational groups.

Only 7 per cent of the businesses did not have specified criteria to evaluate employees for promotions (Table 10). The criterion reported most frequently (75%) for advancement

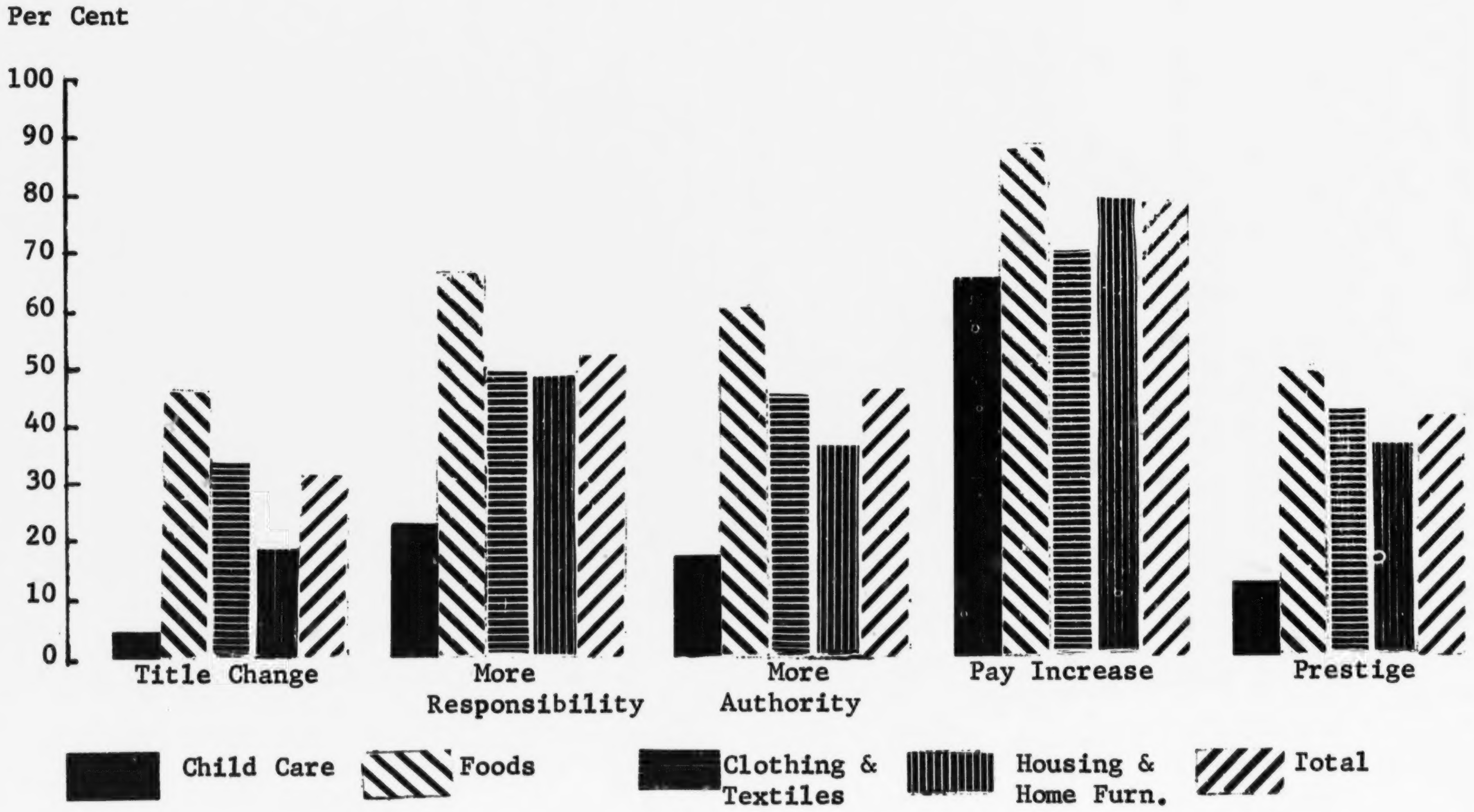

Fig.12 --Characteristics for Promotions for home economics wage-earning occupations.

TABLE 10

CRITERIA FOR PROMOTION BY CATEGORY AND BY JOB TITLE

Categorized Job Title	Sample Number	Education	Merit System	Performance	Seniority	Leadership	Organizing	Personal Charac.	Competition	Examination	None
Child Care Services											
Principals	6	0	0	2	1	2	0	0	0	0	2
Teachers	23	7	3	10	11	9	3	7	0	0	1
Nursery Workers	14	2	1	5	3	1	1	2	0	0	4
Cooks	5	1	1	2	3	2	1	2	0	0	0
Bus Drivers	2	0	0	0	1	0	0	0	0	0	0
Maintenance Men	1	0	0	0	0	0	0	0	0	0	0
Babysitters	1	0	0	0	0	0	0	0	0	0	1
Subtotal	52	10	5	19	19	14	5	11	0	0	8
Food Services											
Managers	29	22	3	21	9	9	18	21	3	3	2
Supervisors	10	9	5	8	3	7	7	7	2	1	0
Dietitians	10	7	0	6	2	2	3	3	2	1	1
Dietary Workers	4	6	3	6	3	5	5	5	2	2	0
Cooks	49	29	4	38	25	26	25	26	7	9	1
Kitchen Helpers	57	30	9	47	38	30	33	39	9	10	4
Bakers	21	11	2	21	3	11	16	14	4	1	0
Salad Makers	3	3	0	3	3	3	3	3	0	0	0
Sandwich Makers	1	0	0	1	0	1	0	1	0	0	0
Hostesses	2	1	0	1	0	0	0	0	0	0	0
Waitresses	8	0	0	6	1	1	2	4	0	0	1

Food Services											
Cleaning Persons	9	4	1	9	3	6	6	9	2	1	0
Dishwashers	4	2	0	2	0	2	2	2	0	0	1
Maintenance Men	1	1	1	1	0	1	1	1	1	1	0
Salespersons	11	2	2	9	1	3	6	7	1	1	0
Route Salesmen	2	1	0	2	0	2	1	1	1	1	0
Secretaries	1	0	0	0	0	0	0	0	0	0	0
Multi-services	20	7	3	14	6	10	10	12	4	0	4
Subtotal	242	135	33	195	97	119	138	155	38	31	14
Clothing and Textiles Services											
Managers	58	26	8	36	9	32	21	34	7	3	9
Supervisors	8	5	0	8	4	8	4	8	1	0	0
Plant Foremen	1	1	0	1	0	1	1	0	0	0	0
Seamstresses	36	8	2	19	8	7	9	10	3	0	10
Tailors	9	0	0	6	2	2	2	2	1	0	0
Fitters	3	2	0	2	0	1	1	2	1	0	0
Week-workers	1	1	0	1	0	1	1	1	0	0	0
Piece-workers	1	1	0	1	1	1	1	1	1	0	0
Buyers	1	1	0	1	1	1	1	1	1	0	0
Salespersons	68	18	13	58	22	35	34	47	17	2	2
Clerks	11	4	1	5	1	4	3	5	2	1	3
Counter Girls	19	4	4	13	4	6	6	9	1	0	2
Stock Girls	4	0	0	1	0	0	0	0	0	0	3
Drycleaners	3	1	0	3	1	2	2	2	0	0	0
Processors	15	2	2	12	2	5	7	7	0	0	1
Pressers	23	6	5	19	6	6	6	7	4	1	1
Washers	2	0	1	0	1	1	1	0	0	0	1
Shirt Operators	3	0	0	3	0	1	1	1	1	0	0

TABLE 10--Continued

Categorized Job Title	Sample Number	Education	Merit System	Performance	Seniority	Leadership	Organizing	Personal Charac.	Competition	Examination	None
Clothing and Textiles Services											
Servicemen	5	2	2	2	1	1	1	2	1	0	2
Delivery Men	4	0	1	1	1	1	1	1	1	0	0
Maids	6	0	0	1	1	0	0	1	0	0	2
Multi-services	35	15	4	30	6	18	20	21	4	0	2
Subtotal	316	97	43	223	71	134	123	162	46	7	38
Housing and Home Furnishings Services											
Managers	22	5	5	14	7	8	8	9	1	0	0
Supervisors	1	0	0	1	1	1	1	0	1	0	0
Sales Representatives	2	1	1	2	1	2	1	1	1	0	0
Estimators	1	0	0	1	0	0	0	1	0	0	0
Salespersons	50	10	8	39	10	21	15	31	8	0	2
Interior Decorators	17	5	4	14	2	7	5	9	7	0	0
Designer Craftsmen	1	0	0	0	0	0	0	0	0	0	0
Floor Cover Consult.	1	1	0	1	0	0	1	1	1	0	0
Displaymen-artists	1	0	0	1	0	0	0	0	0	0	0
Florists	1	1	0	1	0	0	1	1	0	0	0
Flower Arrangers	18	6	2	13	1	6	6	11	0	0	2
Refinishers	1	0	0	1	0	0	0	0	0	0	0
Upholsterers	21	0	0	13	2	4	3	5	4	0	1
Seamstresses	18	3	2	15	4	6	4	6	4	1	0

Housing and Home Furnishings Services											
Table Girls	1	0	0	1	0	0	0	0	0	0	0
Pressers	1	0	0	1	0	0	0	0	0	0	0
Draperymen	2	0	0	1	0	0	0	0	0	0	0
Cutters & Assemblers	2	0	1	2	1	1	1	1	2	0	0
Delivery Men	4	1	0	2	1	0	0	1	0	0	0
Servicemen	9	0	3	8	4	4	5	5	2	0	0
Cleaning Persons	4	0	0	2	1	1	1	2	0	0	2
Multi-services	26	5	4	22	6	9	8	11	7	1	0
Subtotal	204	38	30	155	41	70	60	95	38	2	7
Grand Total	814	280	111	592	228	337	326	423	122	40	67

was the employee's ability to perform duties satisfactorily. Eighty-one per cent of the food service workers were judged on performance as contrasted to 37 per cent of the child-care workers. Personality characteristics were used in about one-half of the businesses as a standard for judging promotions. Leadership and the ability to organize were considerations for promotions in about 40 per cent of the businesses. A merit system was used by 14 per cent of the employers as a criterion of promotion and competition by 15 per cent. No child-care service worker advanced by competition although they were promoted through seniority more often than any other group. Seniority was a determining factor for giving promotions for about one-fourth of the home economics wage earning occupational job titles. Examinations were given for promotion purposes in 5 per cent of the job titles but never for child-care workers. Continued education for advancement was necessary in 35 per cent of the businesses but more so for food service personnel than for the other occupational workers.

CHAPTER V

ANALYSIS OF DATA RELATED TO HOMEMAKER SERVICES

The data were collected by means of an interview form which was administered by home economics teachers in the twelve counties included in the study. Questions were included in the data-gathering instrument to measure job characteristics and availability of jobs. The occupation of the head of household, the major source of family income and the education of the head of the household were compiled as a measure of socio-economic status. Information for each home service occupation in the individual counties was presented by tables showing percentages of the total sample.

The number of interview forms administered was 314 and 305 (97%) of this number were used. Some of the interview forms were not included because they were not returned or the responses were unreadable.

The respondents for the study were homemakers in twelve counties who were selected on the basis of socio-economic level by means of the McGuire-White Short Form of Social Status.[1] Distribution of homemakers by socio-economic level has been compared in Figure 13.

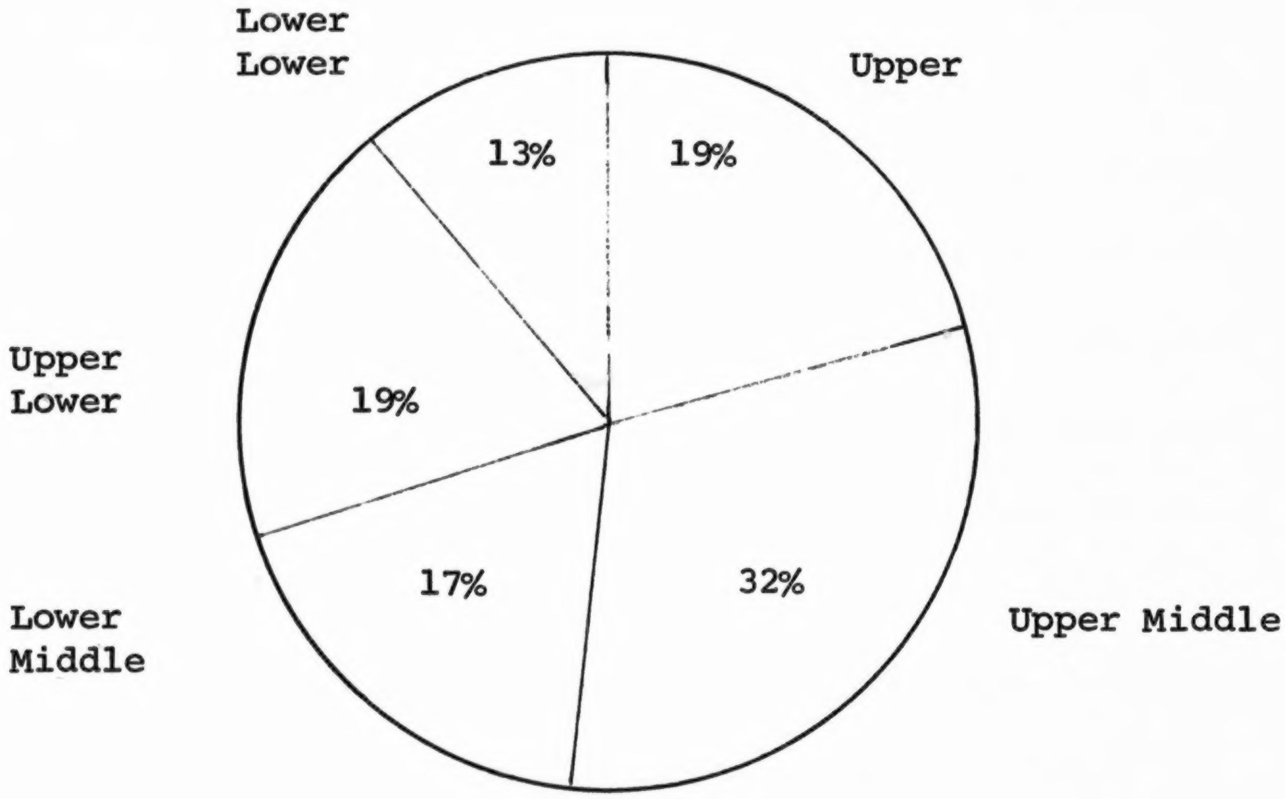

Figure 13.--Distribution of homemakers by socio-economic level (N=305).

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[1] Carson McGuire and George D. White, "The Measurement of Social Status, A Research Paper in Human Development No. 3 (revised)" (Department of Educational Psychology, The University of Texas, 1955), pp. 1-11. (Mimeographed.)

Current Number of Homemakers Employing Home Service Workers

The first objective of this part of the study was to estimate the current number of homemakers using the services of an employee in the home. Information concerning number employing full-time and part-time home service employees by socio-economic level is illustrated in Figures 14 and 15. Fifty-seven per cent of the upper middle socio-economic level employed one part-time employee, and 51 per cent of the upper socio-economic level employed one part-time employee. Of the total number of homemakers, 38 per cent employed one part-time employee. Twenty-three per cent of the upper socio-economic level employed two part-time employees. Of the total number of homemakers, 10 per cent employed two part-time employees.

Eighty-two per cent of the respondents did not employ any full-time workers. Thirteen per cent of the respondents employed one full-time worker in the area of home services. Sixty per cent of the respondents in Palm Beach County employed one part-time employee, whereas in Marion County 20 per cent of the respondents employed one part-time employee. The average for all twelve counties employing one part-time employee was 43 per cent.

Information concerning the sources of new employees

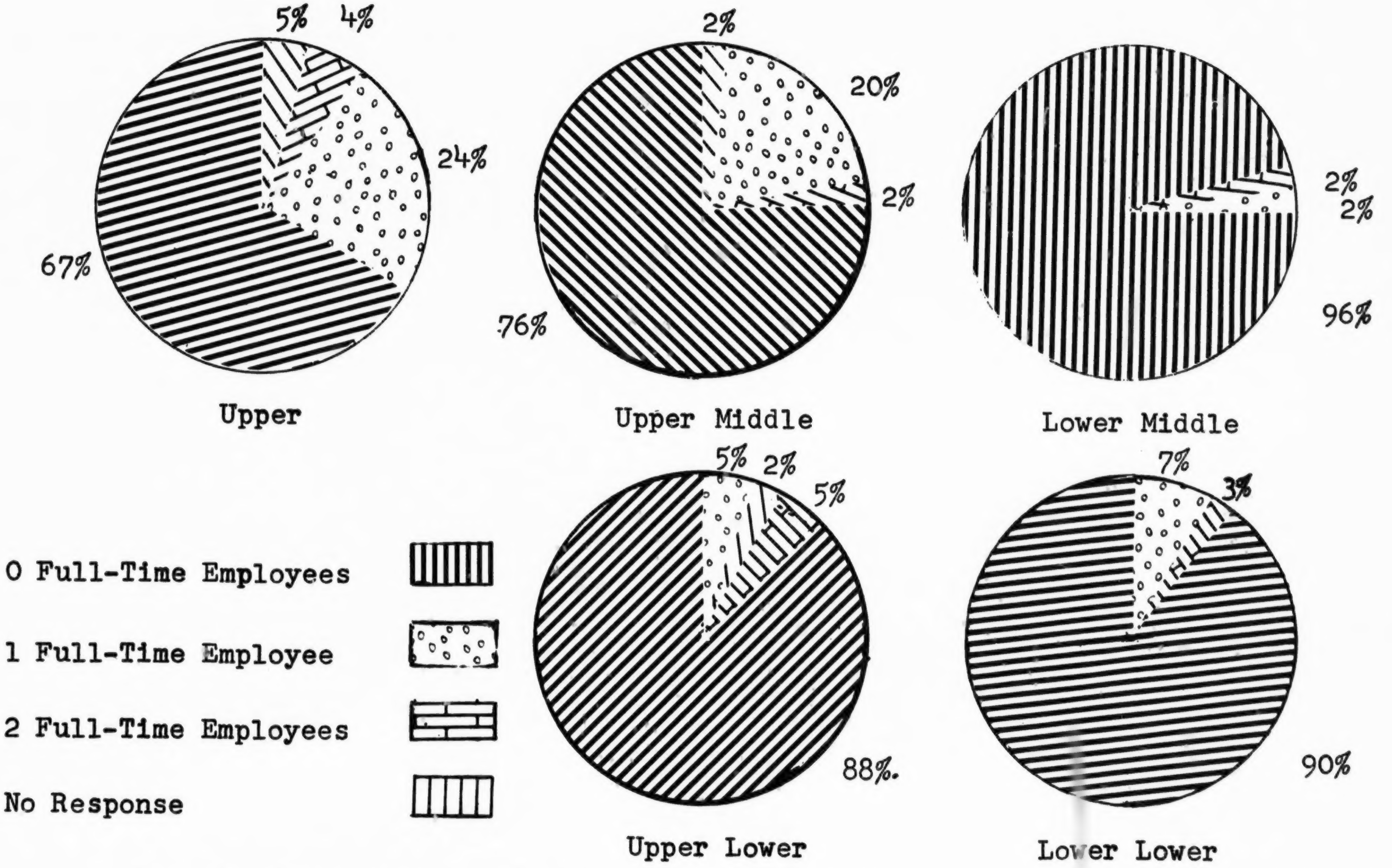

Fig. 14.--Percentages of homemakers by socio-economic level employing full-time home service workers.

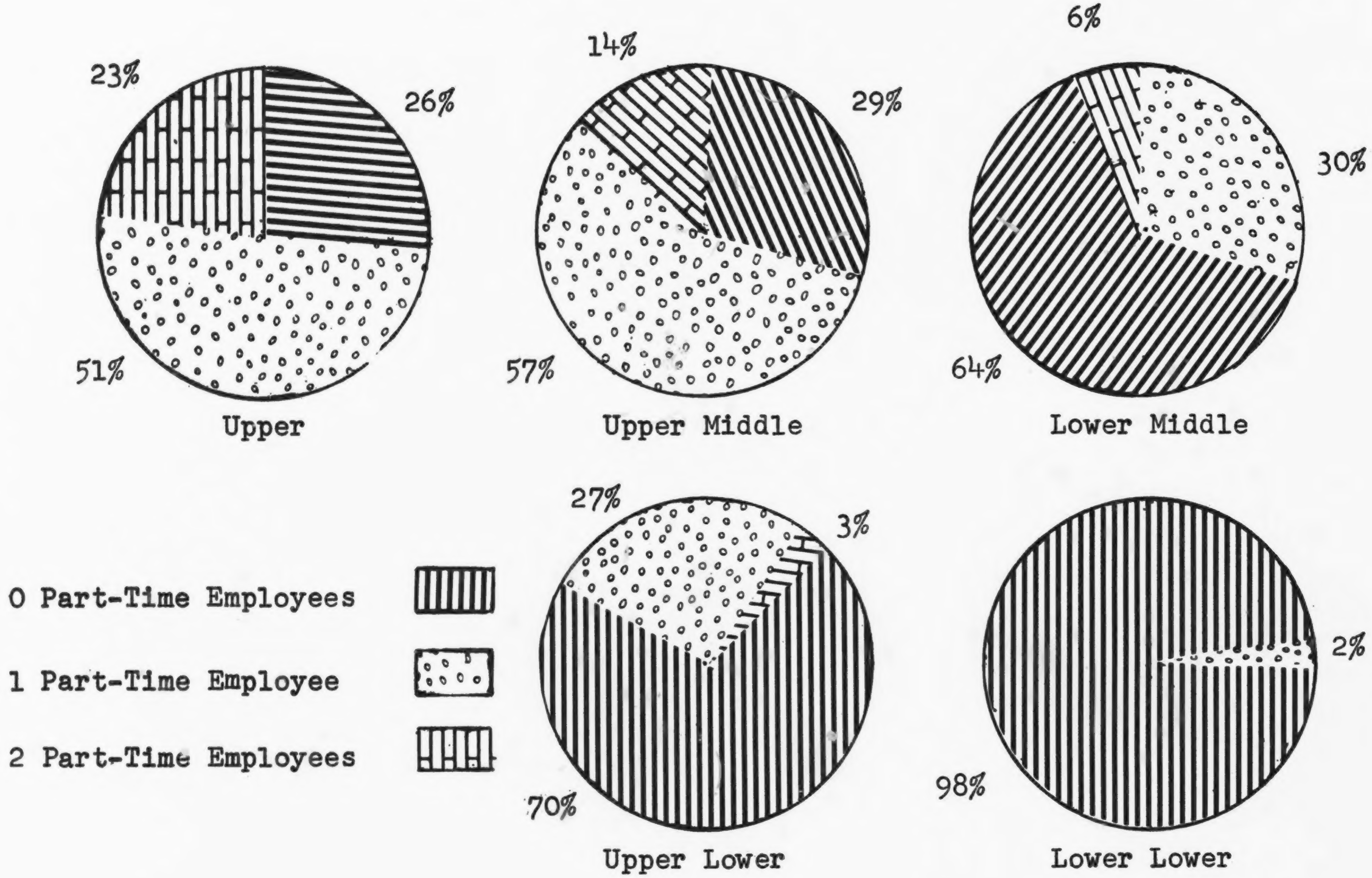

Fig. 15.--Percentages of homemakers by socio-economic level employing part-time home service workers.

is presented in Table 11. Sixty-one per cent of the respondents used "word-of-mouth" recommendations as a source of new employees, 19 per cent of the respondents said state employment office, 16 per cent of the respondents stated personal applications and 13 per cent of the respondents said vocational-technical schools. The counties varied individually in source of new employees, but all counties, except Orange, had higher percentages receiving new employees by "word-of-mouth" recommendations than vocational-technical schools, state employment office, private employment office, newspaper or personal applications.

Annual Entry Opportunities

The annual entry opportunities for trained workers in the specific areas of home service is presented by job title in Table 12. The questions asked for each job were as follows: "Have you employed anyone in your home in the last two years?" "Did you or persons you know need this service last year?" "Do you believe trained persons could be employed?" "Would you be willing to pay at least the minimum wage?"

According to the questionnaire the homemaker services were divided into seven main categories: child care workers,

TABLE 11

EMPLOYMENT RELATED TO HOMEMAKER SERVICES

Service	Have you employed anyone in your home in last two years?		Did you or persons you know need this service last year?		Do you believe trained persons could be employed?		Would you be willing to pay at least the minimum wage?	
N = 305	Yes	%	Yes	%	Yes	%	Yes	%
Child Care Workers								
Babysitting for special occasions	106	34.8	231	75.7	246	80.7	171	56.1
Day-care of children	65	21.3	199	65.2	251	82.3	175	57.4
Twenty-four hour care of children in homes	26	8.5	127	41.6	216	70.8	165	54.1
Care of children in stores	9	3.0	59	19.3	159	52.1	138	45.2
Care for handicapped children	16	5.2	55	18.3	195	63.9	164	53.8
Companion Aides								
For normal individual	6	2.0	64	21.0	183	60.0	151	49.5
For physically handicapped	11	3.6	74	24.3	235	77.0	204	66.9
For mentally handicapped	0	0	54	17.7	222	72.8	199	65.2
For convalescing individual	15	4.9	121	39.7	247	81.0	221	72.5
For aging individual	12	3.9	124	40.7	240	78.7	207	67.9

Family Food Service Workers								
For one meal a day	32	10.5	92	30.2	206	67.5	165	54.1
For two meals a day	8	2.6	66	21.6	200	65.6	159	52.1
For three meals a day	11	3.6	64	21.0	197	64.6	162	53.1
For special occasions	57	18.7	130	42.6	237	77.7	204	66.9
For special diets	7	2.3	52	17.0	184	60.3	171	56.1
Caterer	40	13.1	144	47.2	238	78.0	214	70.2
Special Clothing Service Workers								
Repairs, renovations	32	10.5	116	38.0	212	69.5	192	63.0
Hand laundering, ironing	124	40.7	211	69.2	230	78.4	200	65.6
Buttonholes, buttons, belts	39	12.8	89	28.5	159	52.1	145	47.5
Making or renovating hats	11	3.6	40	13.1	143	46.9	132	43.3
Alterations	73	23.9	174	57.0	248	81.3	207	67.9
Dressmaking, tailoring	45	14.8	185	60.7	259	84.9	219	71.8
Needlecrafts	11	3.6	41	13.4	143	46.9	117	38.4
Clothing storage	14	4.6	60	19.7	124	40.7	111	36.4
Consultant Service Workers								
Floral decorations	40	13.1	116	38.0	202	66.2	180	59.0
Personal shopper	12	4.3	56	18.4	132	43.3	138	45.2
Mobile homes and movers	38	12.5	104	34.1	189	72.0	186	61.0
Equipment and appliances	164	53.8	194	63.6	246	80.7	243	79.7
Clothing	11	3.6	49	16.1	148	48.5	135	44.3
Social management: Receptionist, social secretary	6	2.0	31	10.2	155	50.8	143	46.9
Social management: Personal contacts by letters, telephone	7	2.3	34	11.1	150	49.2	137	44.9

Service	Have you employed anyone in your home in last two years?		Did you or persons you know need this service last year?		Do you believe trained persons could be employed?		Would you be willing to pay at least the minimum wage?	
N = 305	Yes	%	Yes	%	Yes	%	Yes	%
Consultant Service Workers								
Parties, weddings	21	6.9	135	44.3	202	66.2	200	65.6
Family financial advisor	34	11.1	75	24.6	184	60.3	168	55.1
Consultants for selection and construction of home furnishings								
Draperies and curtains	76	24.9	195	63.9	261	85.6	245	80.3
Slip covers & upholstering	90	29.5	189	62.0	254	83.3	247	81.0
Cushions, pillows and accessories	43	14.1	115	37.7	211	69.2	191	62.6
Furniture	45	14.8	110	36.1	213	69.8	203	66.6
Linens	10	3.3	28	9.2	109	35.7	102	33.4
Rugs	65	21.3	135	44.3	208	68.2	194	63.6
Household Service Workers								
For employed homemakers	77	25.2	185	60.7	229	75.1	187	61.3
For one parent family	33	10.8	101	33.1	204	66.9	169	55.4
For handicapped homemaker	5	1.6	67	22.0	208	68.2	177	58.0
For visiting homemaker	10	3.3	50	16.4	171	56.1	149	48.9
For housekeeper's assistant	4	1.3	32	10.5	119	39.0	116	38.0
Management aide for public housing	5	1.6	26	8.5	151	49.5	135	44.3

Household Service Workers								
For housekeeper	51	16.7	111	36.4	170	55.7	144	47.2
Special housekeeping duties:								
Floor waxing	59	19.3	153	50.2	232	76.1	215	70.5
Special housekeeping duties:								
Window washing	80	26.2	165	54.1	225	73.8	214	70.2
Seasonal house cleaning	68	22.3	154	50.0	237	77.7	217	71.1

TABLE 12

SOURCES FOR NEW EMPLOYEES REPORTED BY HOMEMAKERS

County	Vocational Technical Schools		State Employment Office		Private Employment Office		Placement		Newspaper		Personal Appli-cations		Verbal Recommen-dations	
	Yes	%	Yes	%	Yes	%	Yes	%	Yes	%	Yes	%	Yes	%
Escambia	1	4.2	8	33.3	0	0	1	4.2	4	16.7	1	4.2	12	50.0
Leon	1	6.7	7	46.7	0	0	1	6.7	2	13.3	4	26.7	14	93.3
Bay	1	6.7	6	40.0	1	6.7	1	6.7	2	13.3	7	46.7	10	66.7
Orange	0	0	2	13.3	1	6.7	1	6.7	3	20.0	1	6.7	2	13.3
Taylor	2	13.3	3	20.0	1	6.7	0	0	0	0	2	13.3	15	100.0
Brevard	2	13.3	7	46.7	2	13.3	4	26.7	11	73.3	7	46.7	13	86.7
Marion	0	0	7	46.7	0	0	1	6.7	1	6.7	2	13.3	8	53.3
Hernando	0	0	0	0	0	0	0	0	0	0	1	6.7	15	100.0
Dade	33	29.5	15	13.4	14	12.5	10	8.9	16	14.3	19	17.0	63	56.3
Palm Beach	0	0	0	0	1	6.7	0	0	0	0	0	0	10	66.7
Hendry	0	0	0	0	0	0	0	0	0	0	1	6.7	12	80.0
Lee	0	0	3	9.1	1	3.0	1	3.0	5	15.2	4	12.1	13	39.4
Total	40	13.1	58	19.0	21	6.9	20	6.6	44	14.4	49	16.1	187	61.3

special clothing service workers, consultant service workers, consultants for selection and construction of home furnishings and household service workers. These main categories were sub-divided based on specific jobs within the main category.

Child Care Workers

Within the category of child care workers, the homemaker services included were babysitting for special occasions, day-care of children, twenty-four hour care of children in homes, care of children in stores and care of handicapped children.

Thirty-five per cent of those interviewed had employed someone for babysitting for special occasions, and 21 per cent had employed someone for day-care of children. Seventy-six per cent responded that they or persons they knew needed the service of babysitting last year; 65 per cent responded that they or persons they knew needed the service of day-care of children last year. Eighty-two per cent of the respondents indicated that trained persons could be employed for day-care of children, and 57 per cent of the respondents would be willing to pay at least the minimum wage for day-care of children. Sixty-seven per cent of the respondents in Palm Beach County indicated that they had employed someone for babysitting in the last two years. One-hundred per cent of the respondents in both Leon and Palm Beach counties indicated that trained persons could be employed. Nine per cent of the total number of respondents had employed someone for 24-hour care of children and 71 per cent indicated that trained persons could be employed. Five per cent of the respondents had employed someone in the home for the care of handicapped children and 64 per cent indicated that trained persons could be employed. Three per cent had employed someone for care of children in stores and 52 per cent indicated that trained persons could be employed.

Companion Aides

The category of companion aides was separated to include companion aides for the normal individual, for the physically handicapped individual, for the mentally handicapped individual, for the convalescing individual and for the aging individual.

In the category of companion aides 5 per cent of the respondents had employed someone for the care of a convalescing individual in the last two years and 4 per cent had employed a companion aide for an aging individual. Forty-one per cent indicated that they or persons they knew needed the service of a companion aide for an aging individual last year. Eighty-one per cent indicated that trained persons could be employed for a companion aide for a convalescing individual, and 79 per cent indicated that trained persons could be employed as a companion aide for an aging individual. Seventy-three per cent indicated that they would be willing to pay at least the minimum wage for a companion aide for a convalescing individual.

Family Food Service Workers

The category of family food service workers included family food service workers for one meal a day, for two meals a day, for three meals a day, for special occasions, for special diets and for catering.

Nineteen per cent of the sample responded that they had employed someone in their homes as a food service worker in the last two years, and 13 per cent had employed a caterer in the last two years. Forty-seven per cent of the respondents stated that they needed the service of a caterer or knew someone who needed this service last year. Forty-three per cent needed the services of a family food service worker for special occasions or knew someone who needed this service last year. Seventy-eight per cent indicated that trained persons could be employed as a family food service worker for special occasions.

Special Clothing Service Workers

The category of special clothing service workers in-included the specific areas of repairs, laundering, ironing, buttonholes, millinery, alterations, dressmaking, tailoring, needlecrafts and clothing storage. The highest percentage of employment in the last two years was in the area of laundering and ironing (41%). Sixty-nine per cent of the respondents needed this service or knew persons who needed this service last year, and 78 per cent of the respondents indicated that they believed trained persons could be employed as a laundry service worker.

The next highest percentage in the category of special clothing service workers was in alterations. Twenty-three per cent of those interviewed had employed someone in their home in the last two years for this service, whereas 57 per cent stated that they needed this service or knew persons who needed such an employee last year. Eighty-one per cent believed that trained persons could be employed for alterations, and 70 per cent of the respondents indicated that they would pay the minimum wage. Eighty per cent of the Bay County respondents had employed someone for alterations in the last two years, and this was the highest percentage for all counties in this area.

Fourteen per cent of the respondents had employed someone for dressmaking or tailoring, and 61 per cent needed this service or knew persons who needed this service last year. Eighty-four per cent of the homemakers indicated that trained persons could be employed. One-hundred per cent of the respondents in Leon, Orange, Marion and Palm Beach counties indicated that trained persons could be employed for dressmaking.

Consultant Service Workers

The category of consultant service workers was separated into floral decorations, personal shopper, mobile homes and movers, equipment and appliances, clothing, social management and family financial advisor.

The highest percentage of persons employing someone in their home for the last two years was 54 per cent in the area of a consultant service worker in equipment and appliances. This service worker would assist the homemaker with instructions about the selection, care and use of household equipment or appliances. Sixty-four per cent of the respondents needed this service or knew persons who needed this service, and 81 per cent of the respondents believed that trained persons could be employed. Eighty per cent of the respondents indicated that they would pay the minimum wage for a service worker in equipment and appliances.

Thirteen per cent of the respondents had employed someone in their home in the last two years for floral decorations, and 66 per cent of the respondents stated that trained persons could be employed for floral decorations.

In the area of mobile homes and movers, 13 per cent of the respondents had employed someone in their home in the last two years. A service worker in mobile homes or movers would be trained to give the homemaker assistance and other information that would be needed for moving. Seventy-two per cent of the respondents believed that trained persons could be employed in the area of mobile homes and movers.

Eleven per cent of the respondents indicated that they had employed someone in the last two years as a family financial advisor, and 60 per cent of the respondents believed that trained persons could be employed. Fifty-five per cent of the respondents would pay the minimum wage.

Within the area of social management were included the areas of social secretary, personal contacts by letters, telephone conferences and parties and weddings. The highest percentage of respondents in this area was 7 per cent of the respondents who had employed someone in their home in the last two years for assistance with parties or weddings. Forty-four per cent of the respondents stated that they needed this service or knew persons who needed this service last year. Sixty-six per cent of the respondents believed that trained persons could be employed for assistance with parties and weddings, and 66 per cent of the respondents would pay the minimum wage. Ninety-three per cent of the respondents in Marion County indicated that trained persons could be employed, and the next highest percentages were in Orange County, 87 per cent; Dade County, 86 per cent; and Bay County, 80 per cent.

Consultants for Selection and Construction of Home Furnishings

The category of consultants for selection and construction of home furnishings was divided into the areas of draperies and curtains; slip covers and upholstering; cushions, pillows and accessories; furniture; linen; and rugs.

Thirty per cent of the respondents had employed someone in their home in the last two years in the area of slip covers and upholstering, and 62 per cent of the respondents needed this service or knew persons who needed this service. Eighty-three per cent of those interviewed believed that trained persons could be employed, and 81 per cent would pay the minimum wage. In Leon, Orange and Palm Beach counties 100 per cent of the respondents indicated that trained persons could be employed for the selection and construction of slip covers and upholstering. The next highest percentages were in Bay, Taylor and Marion counties, and 93 per cent of the respondents in these counties indicated that trained persons could be employed for this service.

Twenty-five per cent of the respondents had employed someone in their home in the last two years in the area of draperies and curtains, and 64 per cent of the respondents needed this service or knew persons who needed this service. Eighty per cent of those interviewed would pay the minimum wage for a service worker in draperies and curtains. One-hundred per cent of those interviewed in Leon and Orange counties indicated that trained persons could be employed as a service worker for selection and construction of draperies. The next highest percentages were in Bay, Taylor and Marion counties where 93 per cent of those interviewed believed that trained persons could be employed for this service.

The percentages for selection and construction of cushions, pillows and accessories and selection and construction of furniture were very similar. Fourteen per cent of the respondents had employed someone in their home in the last two years for these two services. In the area of cushions, pillows and accessories, 38 per cent of those interviewed needed this service or knew persons who needed this service last year, and in the area of furniture, 36 per cent of the respondents needed this service or knew persons who needed this service last year. Sixty-nine per cent believed that trained persons could be employed in both areas. Sixty-three per cent would pay the minimum wage for the selection and construction of cushions, pillows and accessories, and 67 per cent of the respondents would pay the minimum wage for a consultant service worker in selection and construction of furniture. One-hundred per cent of those interviewed in Leon, Orange and Marion counties indicated that they believed trained persons could be employed for the selection and construction of furniture.

Twenty-one per cent of the respondents had employed someone in their home in the last two years as a consultant for the selection and construction of rugs. Forty-four per cent needed this service or knew persons who needed this service last year, and 68 per cent of the respondents indicated that trained persons could be employed. Sixty-four per cent of the respondents would pay the minimum wage.

The lowest percentages in the category of consultants for the selection and construction of home furnishings was in the selection and construction of linens. Three per cent of those interviewed had employed someone in their home in the last two years, and 9 per cent of the respondents stated that they needed this service or knew persons who needed this service last year. However, 36 per cent of the respondents believed that trained persons could be employed, and 24 per cent of the respondents would pay the minimum wage.

Household Service Workers

This category was separated into household service workers for employed homemakers, for one-parent family, for handicapped homemaker, for visiting homemaker, for housekeeper's assistant, for housekeeper, for management aide for public housing and for special housekeeping duties.

Twenty-five per cent of the respondents had employed someone in their home for the last two years as a household service worker for employed homemakers, and 61 per cent of the respondents needed this service or knew persons who needed this service last year. Seventy-five per cent of those interviewed believed that trained persons could be employed as household service workers, and 61 per cent of the respondents would pay the minimum wage.

Special housekeeping duties were subdivided into two duties: (1) floor waxing and (2) window washing. Twenty-six per cent of the respondents had employed someone in the last two years for window washing. Nineteen per cent of the respondents had employed someone in their home in the last two years for floor waxing. Fifty-four per cent of the respondents needed this service or knew persons who needed this service last year. Fifty per cent of those interviewed needed the service of floor waxing or knew persons who needed the service. Seventy four per cent of the respondents indicated that trained persons could be employed for window washing, and 76 per cent of the respondents believed that trained persons could be employed for floor waxing. Seventy per cent of the respondents would pay the minimum wage for window washing and floor waxing.

Twenty-two per cent of those interviewed had employed someone in their home in the last two years for seasonal house cleaning, and 50 per cent of the respondents needed this service or knew persons who needed this service last year. Seventy-eight per cent of the respondents believed that trained persons could be employed for seasonal house-cleaning and 71 per cent of the respondents would pay the minimum wage.

Seventeen per cent of those interviewed had employed someone in their home for the last two years as a housekeeper, and 36 per cent of those interviewed needed this service or knew persons who needed this service last year. Fifty-six per cent of those interviewed believed that trained persons could be employed as housekeepers, and 57 per cent of those interviewed would pay the minimum wage.

Eleven per cent of the respondents had employed someone in their home as a household service worker for a one-parent family, and 33 per cent of the respondents needed this service or knew persons who needed this service last year. Sixty-seven per cent of the respondents believed that a trained person could be employed as a household service worker for a one-parent family, and 55 per cent of the respondents would pay the minimum wage.

The percentages of homemakers employing someone in the home in the last two years as a household service worker for a handicapped homemaker, as a visiting homemaker, as a housekeeper's assistant and as a management aide for public housing were much lower than the other services in the category of household service workers. These percentages ranged from 3 per cent of the respondents who employed someone as a visiting homemaker to one per cent of the respondents who had employed someone for housekeeper's assistant in the last two years. The percentages of persons needing the service or knowing someone who needed the service ranged from 36 per cent of the respondents who needed the service of a housekeeper to 9 per cent of the respondents who needed the service of a management aide for public housing.

Sixty-eight per cent of the respondents believed that trained persons could be employed as household service workers for a handicapped homemaker, and 56 per cent of those interviewed believed that trained persons could be employed as a visiting homemaker. Fifty-six per cent of those interviewed believed that trained persons could be employed as visiting homemakers. Fifty-six per cent of those interviewed believed that trained persons could be employed as housekeepers, and 50 per cent of those interviewed believed that trained persons could be employed as management aides for public housing. Thirty-nine per cent of those interviewed indicated that trained persons could be employed as housekeeper's assistants. The percentage of respondents who were willing to pay the minimum wage ranged from 59 per cent who were willing to pay the minimum wage for a household service worker for a handicapped homemaker to 38 per cent who were willing to pay the minimum wage for a housekeeper's assistant.

Job Characteristics

The third objective of this part of the study was to determine job characteristics such as salaries, working hours, fringe benefits, age for employment, sex of those employed, education, experience, health, physical abilities and the dress of employees.

The average starting monthly salary for employees was $131.12; the average top monthly salary for employees was $182.07. This information is presented in Table 13.

The respondents indicated that the average number of working hours was eight hours a day for employees. The length of working hours ranged from nine to six hours a day.

In the category of fringe benefits, 71 per cent of the respondents said "yes" concerning social security; 61 per cent of the respondents said "yes" concerning overtime pay; 52 per cent of the respondents said "yes" concerning sick leave; 51 per cent said "yes" concerning vacation with pay; 36 per cent said "yes" concerning insurance; 34 per cent of the respondents said "yes" concerning vacation without pay; 29 per cent of the respondents said "yes" concerning workman's compensation; and 23 per cent of the respondents said "yes" concerning uniforms. Information relating to the

TABLE 13

MONTHLY STARTING AND TOP SALARY FOR FULL-TIME HOME SERVICE EMPLOYEES

County	Monthly Starting Salary			Monthly Top Salary		
	Average	Median	Mode	Average	Median	Mode
Escambia	$138.45	$116.00	$100.00	$158.82	$140.00	$208.00
Leon	112.54	110.00	100.00	156.00	160.00	160.00
Bay	117.86	120.00	100.00	202.50	180.00	200.00
Orange	106.33	130.00	140.00	172.80	167.00	200.00
Taylor	114.67	100.00	100.00	141.60	125.00	125.00
Brevard	181.40	200.00	200.00	227.86	240.00	200.00
Marion	186.00	200.00	200.00	217.60	200.00	200.00
Hernando	137.34	160.00	160.00	154.67	160.00	160.00
Dade	186.31	200.00	200.00	243.73	264.00	200.00
Palm Beach	112.10	104.00	104.00	114.99	117.00	210.00
Hendry	158.47	160.00	160.00	224.87	200.00	200.00
Lee	122.00	200.00	200.00	169.40	280.00	280.00
Total Average	$131.12	$145.00	$200.00	$182.07	$173.50	$200.00

fringe benefits for home service occupations is presented in Table 14 and illustrated in Figure 16.

In the category of age requirements for home service occupations, 47 per cent of the respondents indicated that 26-35 years would be the preferred age for employees. This information is presented in Table 15.

Seventy-one per cent of those interviewed indicated that they would prefer female employees while 28 per cent of those interviewed indicated that either male or female employees were acceptable. One per cent of those interviewed indicated that male employees were preferred. This information is presented in Table 16.

The background of experience necessary for home service occupations included homemaking, domestic service and "no experience". Seventy-six per cent of the respondents stated that experience was necessary for home service employment. Eighty-two per cent of those interviewed stated that homemaking was necessary, and 79 per cent indicated that domestic service experience was necessary. This information is presented in Table 17.

Thirty-eight per cent of the homemakers stated that training in a vocational school was a desirable entry qualification for a home service occupation. Thirty-one per cent of the homemakers indicated that a high school education

TABLE 14

FRINGE BENEFITS FOR HOME SERVICE OCCUPATIONS

County	No.	Uniforms		Insurance		Social Security	
		Yes	%	Yes	%	Yes	%
Escambia	25	11	45.8	5	62.5	10	41.7
Leon	15	3	20.0	3	20.0	11	73.3
Bay	15	3	20.0	1	6.7	14	93.3
Orange	15	5	33.3	3	20.0	11	73.3
Taylor	15	7	46.7	2	13.3	15	100.0
Brevard	15	6	40.0	7	46.7	14	93.3
Marion	15	6	40.0	5	33.3	12	80.0
Hernando	15	3	20.0	2	13.3	10	66.7
Dade	112	47	42.0	60	53.6	80	71.4
Palm Beach	15	0	0	0	0	4	26.7
Hendry	15	2	13.3	2	13.3	11	73.3
Lee	33	14	42.4	19	57.6	23	69.7
Total	305	70	23.0	109	35.7	215	70.5

TABLE 14-Continued

Sick Leave		Workman's Compensation		Vacation Without Pay		Vacation With Pay		Overtime Pay	
Yes	%	Yes	%	Yes	%	Yes	%	Yes	%
6	25.0	1	4.2	11	45.8	6	25.0	11	45.8
8	60.0	2	13.3	6	40.0	8	53.3	9	60.0
11	73.3	3	20.0	5	33.3	10	66.7	14	93.3
4	26.7	3	20.0	4	26.7	6	40.0	7	46.7
11	73.3	0	0	9	60.0	8	53.3	12	80.0
7	46.7	3	20.0	8	53.3	11	73.3	6	40.0
8	53.3	4	26.7	11	73.3	12	80.0	4	26.7
3	20.0	11	73.3	6	40.0	0	0	8	53.3
73	65.2	44	39.3	26	23.2	71	63.4	82	73.2
0	0	0	0	0	0	1	6.7	2	13.3
8	60.0	3	20.0	9	60.0	3	20.0	9	60.0
19	57.6	14	42.4	10	30.0	19	57.6	21	63.6
158	51.8	88	28.9	105	34.4	155	50.8	185	60.7

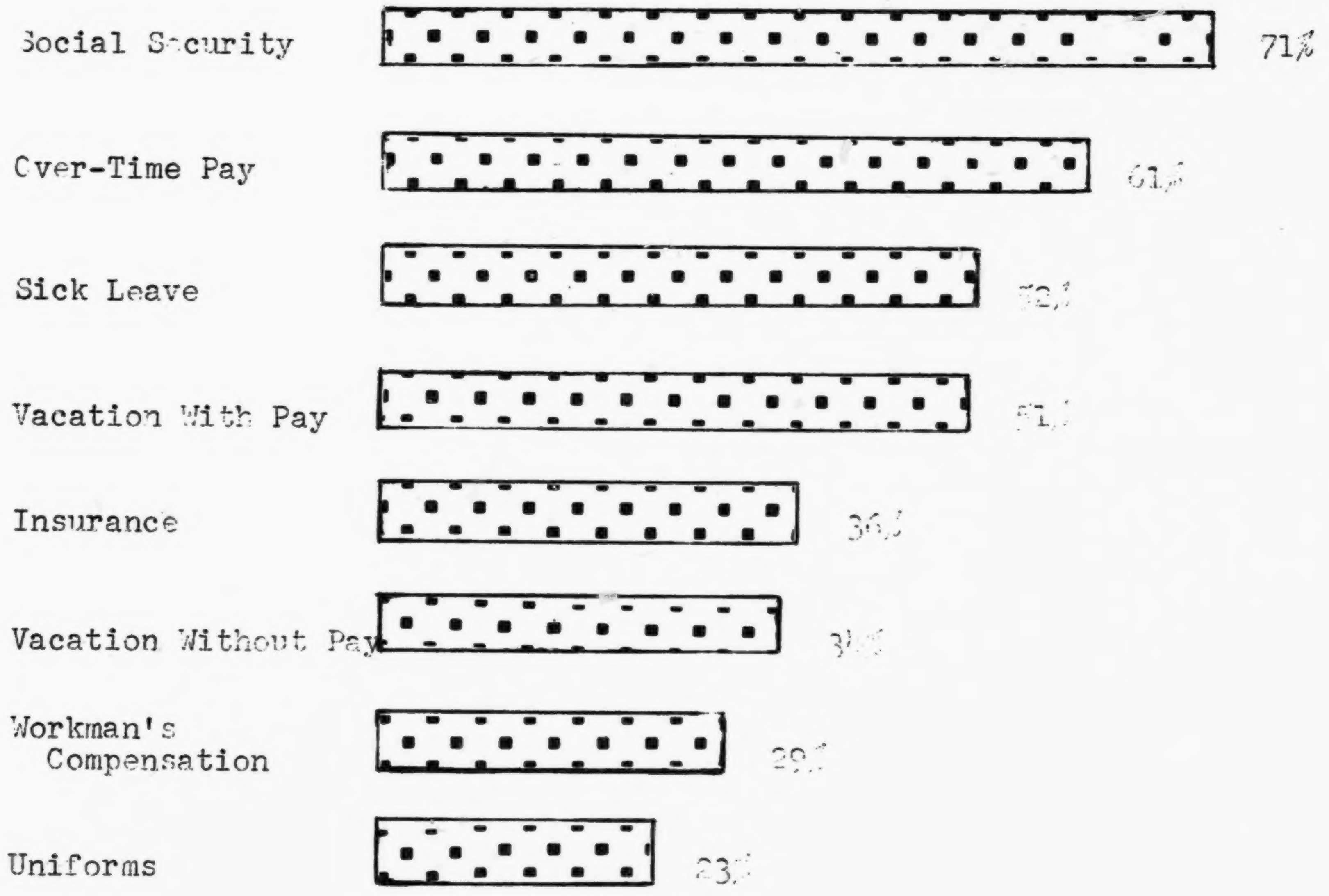

Fig. 16--Percentages of homemakers indicating fringe benefits for home service occupations.

TABLE 15

AGE REQUIREMENTS FOR HOME SERVICE OCCUPATIONS

County	No.	Under 16 Years		16-25 Years		26-35 Years		36-45 Years		46-55 Years		56-65 Years		No Response	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Escambia	25	1	4.2	2	8.3	15	62.5	3	12.5	2	8.3	1	4.2	0	0
Leon	15	1	6.7	0	0	8	60.0	5	33.3	0	0	0	0	0	0
Bay	15	0	0	2	13.3	7	46.7	4	26.7	1	6.7	1	6.7	0	0
Orange	15	1	6.7	1	6.7	6	40.0	6	40.0	1	6.7	0	0	0	0
Taylor	15	0	0	0	0	3	20.0	6	40.0	2	13.3	0	0	4	26.7
Brevard	15	0	0	2	13.3	12	80.0	1	6.7	0	0	0	0	0	0
Marion	15	0	0	2	13.3	4	26.7	6	40.0	0	0	0	0	3	20.0
Hernando	15	0	0	3	20.0	9	60.0	2	13.3	1	6.7	0	0	0	0
Dade	112	1	.9	23	20.5	55	49.1	23	20.5	10	8.9	0	0	0	0
Palm Beach	15	0	0	4	26.7	4	26.7	2	13.3	5	33.3	0	0	0	0
Hendry	15	0	0	3	20.0	11	73.3	1	6.7	0	0	0	0	0	0
Lee	33	1	3.0	8	24.2	9	27.3	4	12.1	3	9.1	0	0	8	24.2
GRAND TOTAL	305	5	1.6	50	16.4	143	46.9	63	20.7	25	8.2	2	.7	15	4.9

TABLE 16

DESIRED SEX OF EMPLOYEES FOR HOME SERVICE OCCUPATIONS

County	No.	Female		Male		Either	
		No.	%	No.	%	No.	%
Escambia	25	20	83.3	0	0	5	16.7
Leon	15	10	66.7	0	0	5	33.3
Bay	15	13	86.7	0	0	2	13.3
Orange	15	11	73.3	1	6.7	3	20.0
Taylor	15	12	80.0	0	0	3	20.0
Brevard	15	13	86.7	0	0	2	13.3
Marion	15	10	66.7	1	6.7	4	26.7
Hernando	15	14	93.3	0	0	1	6.7
Dade	112	82	73.2	0	0	30	26.8
Palm Beach	15	10	66.7	0	0	5	33.3
Hendry	15	11	73.3	1	6.7	3	20.0
Lee	33	10	30.3	0	0	23	69.7
Grand Total	305	216	73.4	3	1.7	86	25.0

TABLE 17

BACKGROUND OF EXPERIENCE FOR HOME SERVICE OCCUPATIONS

County	No.	No Experience Necessary			
		Yes	%	No	%
Escambia	25	9	36.0	16	64.0
Leon	15	3	20.0	12	80.0
Bay	15	1	6.7	14	93.3
Orange	15	2	13.3	13	86.7
Taylor	15	2	13.3	13	86.7
Brevard	15	0	0	15	100.0
Marion	15	8	53.3	7	46.7
Hernando	15	7	46.7	8	53.3
Dade	112	22	19.6	90	80.4
Palm Beach	15	2	13.3	13	86.7
Hendry	15	4	26.7	11	73.3
Lee	33	13	39.4	20	60.6
Total	305	73	23.9	232	76.1

TABLE 17-Continued

Homemaking				Domestic Service			
Yes	%	No	%	Yes	%	No	%
22	88.0	3	12.0	23	92.0	2	8.0
11	73.3	4	26.7	14	93.3	1	6.7
12	80.0	3	20.0	15	100.0	0	0
14	93.3	1	6.7	14	93.3	1	6.7
15	100.0	0	0	15	100.0	0	0
13	86.7	2	13.3	15	100.0	0	0
15	100.0	0	0	15	100.0	0	0
14	93.3	1	6.7	10	66.7	5	33.3
94	83.9	18	16.1	88	78.6	24	21.4
11	73.3	4	26.7	9	60.0	6	40.0
13	86.7	2	13.3	12	80.0	3	20.0
22	66.7	11	33.3	17	51.5	16	48.5
256	83.9	49	16.1	247	80.9	57	19.1

was a desirable entry qualification, and 23 per cent stated that some high school education was necessary. Five per cent of the homemakers said that elementary education was necessary; five per cent indicated that education above the high school was a desirable qualification; and 11 per cent stated that a junior high school education was necessary.

The categories for health qualifications included a physical examination, no physical defects, state health certificate and no health requirements. Eighty per cent of the respondents indicated that a physical examination was necessary, and 75 per cent of the respondents indicated that state health certificates were necessary. Sixty-seven per cent of those interviewed responded "no" concerning no physical defects, and 92 per cent of those interviewed responded "no" concerning no health requirements. This information is presented in Table 18.

Physical abilities for home service occupations included agility; eye-hand coordination; finger coordination; arm strength; ability to stand for an extended period; far, near or depth seeing; acute hearing; specific height or weight; and "no specific requirement." Ninety-three per cent of the respondents indicated that agility was necessary for home service workers, and 91 per cent of the respondents indicated that eye-hand coordination and finger coordination

TABLE 18

HEALTH REQUIREMENT FOR HOME SERVICE OCCUPATIONS

		Examination					No
County	No.	Yes	%	No	%	Yes	%
Escambia	25	16	66.7	18	75.0	12	50.0
Leon	15	15	100.0	0	0	6	40.0
Bay	15	12	80.0	3	20.0	10	66.7
Orange	15	14	93.3	1	6.7	4	26.7
Taylor	15	15	100.0	0	0	10	66.7
Brevard	15	15	100.0	0	0	1	6.7
Marion	15	14	93.3	1	6.7	5	33.3
Hernando	15	11	73.3	4	26.7	4	26.7
Dade	112	98	87.5	14	12.5	30	26.8
Palm Beach	15	2	13.3	13	86.7	7	46.7
Hendry	15	9	60.0	6	40.0	3	20.0
Lee	33	23	69.7	10	30.3	9	27.3
Grand Total	305	244	78.1	70	23.0	101	25.4

TABLE 18-Continued

Physical Defects		State Health Certificate				None			
No	%	Yes	%	No	%	Yes	%	No	%
12	50.0	20	83.3	4	16.7	0	0	15	62.5
9	60.0	11	73.3	4	16.7	0	0	15	100.0
5	33.3	13	86.7	2	13.3	0	0	15	100.0
11	73.3	8	53.3	7	46.7	1	6.7	14	93.3
5	33.3	15	100.0	0	0	0	0	15	100.0
14	93.3	4	26.7	11	73.3	0	0	15	100.0
10	66.7	14	93.3	1	6.7	3	20.0	12	80.0
11	73.3	8	53.3	7	46.7	5	33.3	10	66.7
82	73.2	90	80.4	22	19.6	1	.9	111	99.1
8	53.3	9	60.0	6	40.0	1	6.7	14	93.3
12	80.0	10	66.7	5	33.3	1	6.7	14	93.3
24	72.7	28	84.8	5	15.2	2	6.1	31	93.9
203	63.5	230	71.8	74	27.4	14	6.7	281	90.2

were necessary for home service workers. Eighty-eight of those interviewed responded "yes" concerning arm strength, and 84 per cent of those interviewed responded "yes" concerning the ability to stand for an extended period of time. Seventy-seven per cent of those interviewed responded "yes" concerning far, near or depth seeing, and 75 per cent of those interviewed responded "yes" concerning acute hearing. Eighty-one per cent of those interviewed responded "no" concerning specific height or weight, and 78 per cent of those interviewed responded "no" concerning no specific requirements. This information is presented in Table 19.

In the category of dress requirements 49 per cent of the respondents indicated that a uniform was necessary, and 47 per cent of the respondents stated that casual dress was necessary. This information is presented by socio-economic level in Table 20.

Competencies Needed in Home Service Occupations

Competencies needed in home service occupations were listed under the categories of child care services; family food services; clothing, textiles and home furnishings; family services; and other supportive competencies. Ninety-one per cent of the respondents indicated that mental development was necessary for the home service employee in child

TABLE 19
PHYSICAL ABILITY REQUIREMENTS FOR HOME SERVICE EMPLOYMENT

Physical Ability	Number of Responses N=305			
	Yes	%	No	%
Agility	282	92.5	23	7.5
Eye-hand Coordination	278	91.1	27	8.9
Finger Coordination	279	91.5	26	8.5
Arm Strength	269	88.2	36	11.8
Ability to stand for Extended Period	256	83.9	49	16.1
Far, Near or Depth Seeing	236	77.4	69	22.6
Acute Hearing	229	75.1	76	24.9
Specific Height or Weight	56	18.4	249	81.6
No Specific Requirement	66	21.6	239	78.4

TABLE 20

DRESS REQUIREMENTS FOR HOME SERVICE OCCUPATIONS

Socio-economic Level of Homemakers	Total		Uniform		Smocks	
	No.	%	Yes	%	Yes	%
Upper	57	18.7	36	63.2	9	15.8
Upper Middle	98	32.1	48	49.0	13	13.3
Lower Middle	50	16.4	21	42.0	8	16.0
Upper Lower	59	19.1	27	45.8	13	22.0
Lower Lower	41	13.4	17	41.5	7	17.1
Grand Total	305	19.9	149	48.3	50	16.8

TABLE 20-Continued

Professional Business Attire		Casual Dress		Slacks or Shorts		Specific Colors		No Requirements	
Yes	%	Yes	%	Yes	%	Yes	%	Yes	%
6	10.5	24	42.1	1	1.8	1	1.8	6	10.5
5	5.1	44	44.9	2	2.0	5	5.1	9	9.2
5	10.0	27	54.0	1	2.0	2	4.0	8	16.0
7	11.9	29	49.2	3	5.1	6	10.2	5	8.5
3	7.3	19	46.3	1	2.4	3	7.3	4	9.8
26	9.0	143	47.3	8	2.7	17	5.7	32	10.8

care services. Eighty-seven per cent of the respondents indicated that social development was necessary, and 84 per cent of the respondents stated that physical development was necessary.

Ninety per cent of those interviewed stated that preparation was a necessary competency for family food service workers. Eighty-seven per cent of those interviewed stated that serving was necessary, and 86 per cent of those interviewed said that storage was necessary.

In the competencies of clothing, textiles and home furnishings, the highest percentage of those responding was 87 per cent indicating the necessity of construction techniques. Eighty-six per cent of the respondents indicated that fitting was a needed competency, and 78 per cent of the respondents indicated that color selection was also a needed competency.

The competencies in family services included housekeeping, nutrition, construction techniques, management, purchasing, budgets and counseling. The highest percentage of responses, 89 per cent, said that housekeeping was a needed competency.

In the category of supportive competencies needed for home service occupations, the competencies included sanitation, etiquette, grooming, reading, first aid, human relationships, decision-making, human growth and development, supervision, driving a car and record keeping. The highest percentage of responses, 93 per cent were in the competency of sanitation and etiquette. Ninety per cent of the homemakers indicated that grooming was a needed competency, and 90 per cent of the homemakers indicated that reading was a needed competency. Eighty-nine per cent of those responding stated that first aid was a needed competency for home service occupations, and 87 per cent of those responding indicated that writing was also a needed competency for home service occupations. Eighty-five per cent of the homemakers indicated that human relationships indicated that decision making was also a needed competency. Eighty-one per cent of the respondents indicated that human growth and development was necessary for home service occupations, and 77 per cent of the respondents indicated that supervision was a necessary home service competency. Seventy per cent of those responding indicated that driving a car was a necessary competency, and 67 per cent of those responding indicated that record keeping was a needed competency for home service occupations. The information concerning competencies for home services is presented in Table 21.

TABLE 21

COMPETENCIES NEEDED FOR HOME SERVICES

Competencies Needed for Home Services	Number of Responses N=305					
	Yes	%	No	%	NA	%
A. Child Care Services						
1. Physical development	256	83.9	28	9.2	19	6.2
2. Mental development	276	90.5	12	3.9	16	5.2
3. Social development	266	87.2	15	4.9	22	7.2
4. Emotional development	274	89.8	9	3.0	20	6.6
B. Family Food Services						
1. Planning	243	79.7	38	12.5	22	7.2
2. Selection	236	77.4	46	15.1	21	6.9
3. Purchasing	221	72.5	58	19.0	21	6.9
4. Preparation	275	90.2	11	3.6	20	6.6
5. Serving	264	86.6	18	5.9	21	6.9
6. Storage	261	85.6	21	6.9	21	6.9
7. Nutrition	234	76.7	46	15.1	23	7.5
C. Clothing, Textiles, and Home Furnishings						
1. Identification of textiles	231	75.7	54	17.7	20	6.6
2. Selection of fabric	230	75.4	52	17.0	22	7.2
3. Use of body measurements	254	83.3	32	10.5	28	9.2
4. Use of other measurements	259	84.9	24	7.9	18	5.9
5. Color selection	237	77.7	45	14.8	21	6.9
6. Construction techniques	266	87.2	17	5.6	21	6.9
7. Fitting	263	86.2	20	6.6	21	6.9
8. Design	234	76.7	45	14.8	24	7.9
9. Care of textiles	227	74.4	32	10.5	14	4.6
D. Family Services						
1. Budgets	212	69.5	70	23.0	22	7.2

TABLE 21 - Continued

Competencies Needed for Home Services	Number of Responses N=305					
	Yes	%	No	%	NA	%
D. Family Services						
2. Management	228	74.8	57	18.7	19	6.2
3. Housekeeping	271	88.9	14	4.6	19	6.2
4. Nutrition	242	79.3	43	14.1	19	6.2
5. Purchasing	227	74.4	57	18.7	20	6.6
6. Counseling	205	67.2	77	25.2	21	6.9
7. Construction techniques	235	77.0	46	15.1	23	7.5
E. Supportive						
1. First Aid	270	88.5	10	3.3	14	4.6
2. Reading	273	89.5	18	5.9	13	4.3
3. Writing	265	86.9	26	8.5	13	4.3
4. Drive car	212	69.5	79	25.9	13	4.3
5. Record keeping	204	66.9	99	32.5	11	3.6
6. Supervision	235	77.0	54	17.7	15	4.9
7. Human relationships	259	84.9	29	9.5	16	5.2
8. Etiquette	283	92.8	11	3.6	10	3.3
9. Sanitation	285	93.4	5	1.6	13	4.3
10. Decision making	254	83.3	36	11.8	14	4.6
11. Human growth and development	248	81.3	40	13.1	16	5.2
12. Grooming	275	90.2	14	4.6	14	4.6

CHAPTER VI

ANALYSIS OF DATA RELATED TO CLUSTERING TECHNIQUE

A purpose of the study was to cluster occupations and job titles for which common technical educational needs exist and to identify competencies needed in each cluster of occupations. It was assumed that the clustering of competencies within a group of occupations would (1) be economical of faculty time, (2) aid curriculum developers, (3) provide mobility within an occupational cluster, and (4) allow the student a more flexible occupational choice.

Identification numbers were assigned to each job title in accordance with the _Dictionary of Occupational Titles_. These numbers were the last three in a sequence of six used by the _Dictionary of Occupational Titles_ to identify the level of competence for each job title. The first number was concerned with data, the second with people and the third with things. The key for the identification numbers is as follows:[1]

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[1] U.S. Bureau of Employment Security, _Dictionary of Occupational Titles_, Vol. 1 (3rd ed.; Washington, D.C.: Government Printing Office, 1965), p. xviii.

Data	People	Things
0 Synthesizing	0 Mentoring	0 Setting-Up
1 Coordinating	1 Negotiating	1 Precision Working
2 Analyzing	2 Instructing	2 Operating-Controlling
3 Compiling	3 Supervising	3 Driving-Operating
4 Computing	4 Diverting	4 Manipulating
5 Copying	5 Persuading	5 Tending
6 Comparing	6 Speaking-Signaling	6 Feeding-Offbearing
7 No Signif.	7 Serving	7 Handling
8 Relationship	8 No Significant Relationship	8 No Significant Relationship

The clustering technique was applied (1) by subject area category and (2) by competencies. Like numbers were assigned to a cluster; then numbers which were similar to each combination were included, for example: job titles numbered 887 were placed in one cluster and others included were the numbers 886 and 885. The clusters were arranged from those jobs requiring less competency to those requiring greater skill. Competencies for each job title were assessed using frequencies and percentages.

Clusters

Job titles were clustered by subject area category. (See Table 22.) The four subject area categories which were large clusters in themselves were child care, food, housing and home furnishings and clothing and textiles. Within these four large clusters were several detailed subclusters. The subclusters were arranged from those requiring greater skill to those requiring less skill in the

TABLE 22

JOB TITLES CLUSTERED BY SUBJECT CATEGORIES

Area and Job Title	Number Classification Data	People	Things
Child-Care			
Principal	1	1	8
Cook, Dietitian	1	6	8
Maintenance Worker	3	8	1
Bus Driver	4	6	3
Nursery School Helper	8	7	8
Teacher	8	7	8
Babysitter	8	7	8
Food			
Managers, Department Heads	1	6	8
Dietary Workers, Aides	1	6	8
Dietitian	1	6	8
Supervisor, Director	1	6	8
Multiple Services	2	7	4
Route Salesman	3	5	8
Salesperson, Cashier	3	5	8
Secretary	3	6	8
Cooks, Assistant Cooks	3	8	1
Bakers	7	8	1
Hostess	8	6	8
Waitress	8	7	8
Salad Maker	8	8	4
Kitchen or Food Service Helper	8	8	7
Dishwasher	8	8	7
Maintenance Helper	8	8	7
Sandwich Maker	8	8	7
Cleaning Boy, Maid, Porter	8	8	7
Housing and Home Furnishings			
Interior Decorator or Designer	0	5	1
Florist	0	8	1
Displayman, Artist	0	8	1
Manager, Assistant Manager	1	3	8
Supervisor	1	3	8
Sales Representative	1	5	8
Floor Covering Consultant	3	5	8

TABLE 22-Continued

Area and Job Title	Number Classification Data	People	Things
Housing and Home Furnishings			
Salesperson	3	5	8
Estimator	2	8	8
Installation Men	2	8	1
Multiple Services	2	8	1
Cutters and Assemblers	3	8	1
Refinisher	3	8	1
Seamstress	3	8	1
Deliveryman, Boy	4	7	8
Presser	7	8	2
Draperyman	7	8	2
Floral or Flower Arranger	8	8	4
Table Girl	8	8	4
Cleaning Person	8	8	4
Designer Craftsman	8	8	5
Upholsterer	8	8	7
Clothing and Textiles			
Plant Foreman	1	1	8
Manager	1	3	8
Supervisor	1	3	8
Buyer	1	5	8
Tailor	2	6	1
Multiple Services	3	5	1
Week Worker	3	6	1
Service Worker	3	6	1
Fitter	2	8	1
Seamstress	3	8	1
Processors, Spotters	3	8	1
Piece Workers	3	8	1
Salesperson	3	5	8
Delivery Or Route Man	3	5	8
Stock Girl or Worker	3	8	7
Clerk	3	8	8
Counter Girl, Marker	4	8	4
Presser, Finisher	7	8	2
Dry Cleaner	7	8	2
Shirt Operator	8	8	5
Washer, Wash Man	8	8	5
Maid	8	7	8

execution of work. Of all the subclusters, 27 per cent required a high degree of competency whereas 23 per cent required a low level of competence.

The number of subclusters ranged from eight in the category of clothing and textiles and in the category of housing and home furnishings to five in the category of child care. The mean number of subclusters was found in the category of food which had six. Anywhere from one to eight job titles comprised a subcluster. Each of these clusters and subclusters had certain characteristic competencies which distinguished it from the others.

Selected Personal Characteristics

Employers were asked to indicate if certain personal characteristics were unnecessary, desirable or essential for success in a particular job. Tables 23 and 24 present a summary of personal characteristics by occupational family. It was significant to note that, of the 15 personal characteristics deemed necessary for the four subject area categories, four were calculated as being essential in less than 60 per cent of the jobs in one or more areas.[1] (See Table 24.)

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[1] A cut off point of 60 per cent was assigned for the purpose of analyzing which personal characteristics were essential enough to receive attention in setting up a curriculum for wage-earning classes. Sixty per cent was arbitrarily selected because it was a 10 per cent majority over half.

TABLE 23

PERSONAL CHARACTERISTICS CATEGORIZED BY JOB CLUSTERS

Code: 1, unnecessary; 2, desirable; 3, essential; 4, no response

	Child Care (N = 36)				Food (N - 274)				Housing (N = 183)				Clothing and Textiles (N = 324)			
Personal Characteristics	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Neat and orderly in work	0	4	2	0	1	26	247	0	5	36	142	0	2	49	269	4
Clean and well groomed	0	5	31	0	0	22	252	0	10	47	126	0	2	109	210	3
Assumes responsibility	0	3	33	0	1	25	223	25	6	41	136	0	10	66	244	4
Carries out instructions	0	3	33	0	1	12	261	0	4	23	156	0	29	16	276	3
Practices acceptable social skills	1	8	27	0	13	70	166	25	20	84	79	0	23	127	170	4
Uses good English in speaking	1	8	27	0	18	113	143	0	24	83	76	0	22	156	142	4
Uses good English in writing	4	8	24	0	24	131	94	25	26	109	48	0	37	146	134	7
Accepts criticism	0	7	29	0	0	67	207	0	10	45	128	0	7	65	249	3
Honest	0	5	31	0	0	14	260	0	6	21	156	0	3	15	304	2
Admits own errors	0	8	28	0	0	56	218	0	10	41	132	0	7	70	244	3
Punctual	0	8	28	0	0	43	231	0	7	40	136	0	29	88	205	2

TABLE 23- Continued

Personal Characteristics	Child Care (N = 36)				Food (N = 274)				Housing (N = 183)				Clothing and Textiles (N = 324)			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Manages time wisely	0	8	28	0	0	52	222	0	8	36	139	0	5	66	251	2
Shows initiative	0	7	29	0	0	60	214	0	11	44	128	0	7	39	276	2
Works well with others	1	2	33	0	0	45	229	0	6	68	109	0	6	85	231	2
Respectful and considerate of property of others	0	5	31	0	0	17	257	0	6	30	117	30	2	32	285	5

TABLE 24

SUMMARY OF ESSENTIAL PERSONAL CHARACTERISTICS BY SUBJECT AREA CATEGORY

Personal Characteristics	Child Care (N=36) %	Food (N=274) %	Housing (N=185) %	Clothing and Textiles (N=324) %
1. Neat and orderly in work	88	90	77	84
2. Clean and well groomed	86	92	68	65
3. Assumes responsibility	91	89	74	76
4. Carries out instructions	91	95	85	86
5. Practices acceptable social skills	75	66	43	53
6. Uses good English in speaking	75	52	41	44
7. Uses good English in writing	66	37	26	42
8. Accepts criticism	80	75	69	77
9. Honest	86	94	85	94
10. Admits own errors	77	79	72	76
11. Punctual	77	84	74	63
12. Manages time wisely	77	81	76	78
13. Shows initiative	80	78	69	85
14. Works well with others	91	83	59	71
15. Respectful & considerate of property of others	86	93	76	89

The four personal characteristics deemed necessary were the following: (1) practice of acceptable social skills in the areas of housing and clothing and textiles; (2) use of good English in speaking in the areas of food, housing and clothing and textiles; (3) use of good English in writing in the areas of food, housing and clothing and textiles; and (4) the ability to work well with others in the area of housing. Child care was the only occupational family in which all 15 personal characteristics were deemed necessary in 60 per cent and above of the job. The following personal characteristics were thought to be essential in 90 per cent or more of the jobs in the indicated areas: "neat and orderly" (food), "clean and well groomed" (food), "assumes responsibility" (child care), "carries out instructions" (child care and food), "honest" (food and clothing and textiles), "works well with others" (child care) and "respectful and considerate of property of others" (food).

Selected Competencies

Selected data were collected for each job title requiring less than a baccalaureate degree. In Form II, each employer was asked to indicate for each competency whether it was needed at a level of awareness, performance or technical understanding and whether it was desirable, essential at the level needed or unnecessary.

Information in Table 25 presents a compilation of the ratings by subject area category showing the frequency distribution of employees needing competencies in areas of home economics. A summary of competencies deemed essential by the occupational families is presented in Table 26.

Child-Care

In the child-care cluster, 10 of the mean percentages for the five competency areas and three levels of competence were assessed as being essential in more than 20 per cent of the jobs.[1] Only five of the mean percentages were analyzed as being essential in less than 20 per cent of the jobs.

The mean per cent of jobs requiring competency in child-care services at a level of awareness was 31. Percentages ranged from 29 to 36 for competence at this level. Skill at the level of performance was essential in 46 to 51 per cent of the jobs, giving a mean of 48 per cent. The level of technical understanding was deemed necessary in 51 to

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[1] Percentages were small due to the large number of "no response" answers to questionnaire items.

TABLE 25

FREQUENCIES OF DISTRIBUTION OF EMPLOYEES NEEDING COMPETENCIES IN AREAS OF HOME ECONOMICS SHOWING LEVEL OF ABILITY AND KNOWLEDGE AND DEGREE OF IMPORTANCE BY SUBJECT AREA CATEGORY*

Code 1, necessary; 2, desirable; 3, essential, 4,no response

	Levels of Ability and Knowledge											
	Awareness				Performance				Technical Understanding			
Competency Areas	1	2	3	4	1	2	3	4	1	2	3	4
	Child Care (N = 42)											
Child-Care Services												
Physical development	1	6	13	22	2	6	19	15	5	6	21	10
Mental development	2	6	12	22	3	4	19	16	5	6	22	9
Social development	3	5	12	22	4	2	21	15	6	4	22	10
Emotional development	1	4	15	22	2	4	20	16	5	4	24	9
Food Service-Domestic & Institutional												
Planning	6	5	13	18	6	6	6	24	8	4	3	27
Selection	7	4	13	18	7	4	7	24	9	3	3	27
Purchasing	9	2	14	17	9	3	5	25	10	2	3	27
Preparation	5	3	14	20	5	4	8	25	6	3	9	24
Serving	1	6	10	25	1	7	14	20	5	4	10	23
Storage	3	4	14	21	3	4	13	22	6	3	8	25
Clothing, Textiles & Home Furnishings												
Identification of textiles	2	0	13	27	2	1	5	34	3	0	5	34
Selection of fabric	3	1	11	27	3	1	5	33	3	1	5	33
Use of body measurements	3	1	15	23	3	1	2	36	2	1	4	35
Use of other measurements	3	1	11	27	3	1	7	31	2	1	3	36
Color selection	2	1	11	28	2	2	5	33	3	1	6	32
Construction techniques	3	1	11	27	3	1	5	33	3	0	6	33

TABLE 25 -Continued

Competency Areas	Levels of Ability and Knowledge											
	Awareness				Performance				Technical Understanding			
	1	2	3	4	1	2	3	4	1	2	3	4
Child Care (N = 42)												
Clothing, Textiles & Home Furnishings												
Fitting	3	1	16	22	3	1	1	37	3	0	5	34
Design (art principles)	2	1	10	29	2	1	5	34	2	1	9	30
Care of textiles	1	1	13	27	1	3	3	35	2	1	7	32
Family Services												
Budgets	3	3	18	18	3	3	5	31	5	4	4	29
Management	3	3	14	22	3	4	6	29	6	3	6	27
Housekeeping	0	5	9	28	0	5	11	26	2	5	11	24
Nutrition	3	3	11	25	3	3	9	27	5	3	0	25
Purchasing	2	3	14	23	2	3	7	30	5	3	7	27
Supportive Competencies												
First aid	2	6	13	21	2	6	21	13	6	6	20	10
Reading	1	9	10	22	2	8	21	11	6	7	18	11
Writing	3	8	9	22	3	8	20	11	8	5	18	11
Drive car	12	5	8	17	12	5	14	11	14	4	8	16
Record keeping	6	5	12	19	6	8	14	14	12	5	12	13
Salesmanship	13	5	17	7	13	6	2	21	16	3	4	19
Supervision	6	4	12	20	6	4	16	16	8	5	21	8
Human relationships	0	5	16	21	0	6	21	15	5	5	24	8
Etiquette (good manners)	1	5	17	19	1	7	20	14	7	4	21	10
Sanitation	1	0	21	20	1	0	24	17	3	1	30	8
Decision making	2	8	11	21	2	10	14	16	7	7	21	7
Human growth and development	1	9	13	19	1	10	14	17	7	4	23	8

TABLE 25-Continued

Competency	Levels of Ability and Knowledge											
	Awareness				Performance				Technical Understanding			
	1	2	3	4	1	2	3	4	1	2	3	4
Supportive Competencies												
Grooming	1	5	16	20	1	6	21	14	8	3	21	10
(Food N = 174)												
Child-Care Services												
Physical development	3	3	1	167	5	1	1	167	5	0	2	167
Mental development	3	3	1	167	5	1	1	167	6	0	1	167
Social development	3	3	1	167	5	1	1	167	6	0	1	167
Emotional development	3	3	1	167	5	1	1	167	6	0	1	167
Food Service-Domestic and Institutional												
Planning	54	31	48	41	42	25	46	61	68	16	41	49
Selection	60	35	42	37	46	37	29	62	71	23	28	52
Purchasing	76	23	42	33	64	22	22	66	83	10	29	52
Preparation	25	20	70	59	32	17	70	55	53	15	68	38
Serving	30	20	69	55	30	20	70	54	47	16	68	43
Storage	21	29	68	56	24	26	68	56	40	20	74	40
Clothing, Textiles, and Home Furnishings												
Identification of textiles	5	2	1	166	7	0	1	166	6	1	1	166
Selection of fabric	6	2	0	166	8	0	0	166	6	1	1	166
Use of body measurements	6	2	0	166	8	0	0	166	6	1	1	166
Use of other measurements	6	2	0	166	8	0	0	166	6	1	1	166
Color Selection	6	2	1	165	8	0	1	165	6	1	2	165

TABLE 25-Continued

	Levels of Ability and Knowledge											
	Awareness				Performance				Technical Understanding			
Competency Areas	1	2	3	4	1	2	3	4	1	2	3	4
Clothing, Textiles, and Home Furnishings												
Construction techniques	7	2	0	165	9	0	0	165	7	1	1	165
Fitting	7	2	0	165	9	0	0	165	7	1	1	165
Design (art principles)	7	2	0	165	9	0	0	165	8	1	0	165
Care of textiles	7	2	0	165	9	0	0	165	8	1	0	165
Family Services												
Budgets	13	5	2	154	12	3	3	156	12	3	5	154
Management	8	8	8	155	9	8	2	155	9	6	5	154
Housekeeping	6	4	8	156	7	6	7	154	8	2	10	154
Nutrition	5	3	12	154	6	4	8	156	6	1	12	155
Purchasing	7	2	11	154	8	4	6	156	9	1	9	155
Supportive Competencies												
First Aid	68	46	24	36	38	51	10	75	68	23	11	72
Reading	29	44	48	53	20	43	49	62	47	33	40	54
Writing	37	37	44	56	28	34	49	63	45	23	46	60
Drive car	86	18	36	34	63	20	12	79	71	17	8	78
Record keeping	69	19	35	51	52	18	32	72	67	13	28	66
Salesmanship	73	15	46	40	63	14	24	73	61	14	22	77
Supervision	62	20	41	51	55	22	26	71	67	8	34	65
Human relationships	25	39	56	54	15	40	51	68	44	17	51	62
Etiquette (good manners)	23	42	52	57	14	41	52	67	48	20	43	63
Sanitation	15	10	94	55	5	9	92	68	35	19	80	40
Decision making	31	43	46	54	26	36	51	61	44	24	44	62

TABLE 25--Continued

Competency Areas	Levels of Ability and Knowledge											
	Awareness				Performance				Technical Understanding			
	1	2	3	4	1	2	3	4	1	2	3	4
Supportive Competencies												
Human growth and development	55	35	37	47	50	29	25	70	59	16	23	76
Grooming	19	38	58	59	14	35	58	67	44	19	50	61
Housing and Home Furnishings (N = 380)												
Child-Care Services												
Physical development	23	3	1	353	23	0	1	356	23	0	1	356
Mental development	23	3	1	353	23	0	1	356	23	0	1	356
Social development	23	3	1	353	23	0	1	356	23	0	1	356
Emotional development	23	4	0	353	23	1	0	356	23	1	0	356
Food Service-Domestic and Institutional												
Planning	26	0	1	353	23	0	1	356	23	0	1	356
Selection	26	0	1	353	23	0	1	356	23	0	1	356
Purchasing	26	0	0	354	23	0	0	357	23	0	0	357
Preparation	24	1	0	355	23	1	0	356	23	0	0	357
Serving	24	1	0	355	23	1	0	356	23	0	0	357
Storage	24	1	0	355	23	1	0	356	23	0	0	357
Clothing, Textiles and Home Furnishings												
Identification of textiles	20	46	37	277	19	47	37	277	39	31	36	274
Selection of fabric	29	37	35	279	28	42	31	279	47	23	33	277

TABLE 25-Continued

Competency Areas	Levels of Ability and Knowledge											
	Awareness				Performance				Technical Understanding			
	1	2	3	4	1	2	3	4	1	2	3	4
Clothing, Textiles and Home Furnishings												
Use of body measurements	77	9	0	294	73	5	1	301	73	6	1	300
Use of other measurements	10	43	50	277	10	34	57	279	28	26	53	273
Color selection	23	29	56	272	19	34	57	270	35	24	52	269
Construction techniques	26	30	47	277	25	24	54	277	41	16	51	272
Fitting	45	26	26	283	38	25	31	286	54	14	31	281
Design (art principles)	25	35	46	274	20	37	46	277	40	24	47	269
Care of textiles	26	41	37	276	25	38	40	277	43	24	41	272
Family Services												
Budgets	138	4	2	236	23	4	0	353	24	3	1	352
Management	137	4	2	237	22	2	2	354	22	2	1	355
Housekeeping	23	4	2	351	23	120	2	235	24	2	1	353
Nutrition	141	2	0	237	24	0	0	356	24	0	0	356
Purchasing	22	1	2	355	22	117	2	239	22	2	2	354
Supportive Competencies												
First Aid	55	41	11	273	54	40	4	283	78	16	2	284
Reading	18	148	53	161	9	39	59	273	36	24	162	158
Writing	21	27	173	159	11	38	61	270	35	27	161	157
Drive car	31	147	46	156	22	157	45	156	48	29	31	272
Record keeping	145	44	151	40	25	46	37	272	46	30	29	275
Salesmanship	25	24	178	153	21	33	62	264	40	35	154	151
Supervision	158	150	34	38	36	39	35	270	57	23	26	274

TABLE 25 -Continued

Competency Areas	Levels of Ability and Knowledge											
	Awareness				Performance				Technical Understanding			
	1	2	3	4	1	2	3	4	1	2	3	4
Supportive Competencies												
Human relationships	14	49	165	152	10	51	55	264	40	38	152	150
Etiquette (good manners)	13	41	170	156	9	165	55	151	37	38	36	269
Sanitation	25	161	36	158	21	165	31	163	52	29	18	281
Decision making	17	48	158	157	16	157	53	154	40	30	42	268
Human growth and development	59	32	10	279	60	31	7	282	73	17	8	282
Grooming	21	164	42	153	14	169	44	153	46	35	30	269
	Clothing and Textiles (N = 221)											
Child-Care Services												
Physical development	29	2	2	188	30	0	2	189	30	1	1	189
Mental development	30	1	1	189	30	1	1	189	30	1	0	190
Social development	30	1	1	189	30	1	1	189	31	0	0	190
Emotional development	30	1	1	189	30	1	0	190	31	0	0	190
Food Service-Domestic and Institutional												
Planning	30	0	0	191	30	1	0	190	30	0	0	191
Selection	30	0	0	191	30	1	1	191	30	0	0	191
Purchasing	30	0	0	191	30	1	1	191	30	0	0	191
Preparation	30	0	0	191	30	1	1	191	30	0	0	191
Serving	30	0	0	191	30	1	1	191	30	0	0	191
Storage	30	0	0	191	30	1	0	190	30	0	0	191

TABLE 25 -Continued

Competency Areas	Levels of Ability and Knowledge											
	Awareness				Performance				Technical Understanding			
	1	2	3	4	1	2	3	4	1	2	3	4
Clothing, Textiles and Home Furnishings												
Identification of textiles	22	49	126	24	24	48	129	20	51	47	101	22
Selection of fabric	53	55	92	21	62	50	87	22	85	48	66	22
Use of body measurements	54	39	108	20	64	40	94	23	82	40	73	26
Use of other measurements	77	42	84	18	83	54	61	23	103	44	51	23
Color Selection	68	47	84	22	74	53	75	19	92	48	57	24
Construction techniques	54	64	82	21	72	66	63	20	98	48	54	21
Fitting	68	41	92	20	78	45	78	20	96	37	64	24
Design (art principles)	98	48	58	17	98	62	36	25	122	42	32	25
Care of textiles	30	70	97	24	39	68	92	22	56	55	82	27
Family Service												
Budgets	31	1	0	189	31	2	0	188	31	1	0	189
Management	26	2	5	188	26	5	2	188	30	1	2	188
Housekeeping	22	2	9	188	22	7	5	187	30	1	2	188
Nutrition	31	1	0	189	31	1	0	189	31	1	0	189
Purchasing	27	1	4	189	28	2	3	188	30	1	1	189
Supportive Competencies												
First aid	125	39	12	45	119	39	6	57	128	29	5	59
Reading	37	49	108	27	27	54	114	26	60	46	83	32
Writing	43	46	105	27	33	50	112	26	66	44	79	32
Drive car	116	56	27	22	116	55	19	31	130	42	15	34
Record keeping	55	57	85	24	48	63	84	26	80	35	75	31
Salesmanship	74	22	99	26	67	29	99	26	83	26	80	32
Supervision	92	42	62	25	79	50	62	30	96	37	54	34

TABLE 25—Continued

	Levels of Ability and Knowledge											
	Awareness				Performance				Technical Understanding			
Competency Areas	1	2	3	4	1	2	3	4	1	2	3	4
Supportive Competencies												
Human relationships	31	62	103	25	23	71	103	24	56	54	78	33
Etiquette (good manners)	20	72	104	25	13	85	97	26	67	55	65	34
Sanitation	63	54	78	26	50	69	72	30	88	54	43	36
Decision making	40	79	79	23	33	80	84	24	70	55	64	32
Human growth and development	93	57	26	45	95	53	17	56	112	39	13	57
Grooming	22	80	98	21	13	100	78	30	73	61	53	34

TABLE 26

SUMMARY OF ESSENTIAL COMPETENCIES BY SUBJECT AREA CATEGORY*
Code: A, awareness; B, performance; C, technical understanding

Competency Areas	Child Care (N=42)			Food (N=174)			Housing (N=380)			Clothing & Textiles (N=221)		
	A %	B %	C %	A %	B %	C %	A %	B %	C %	A %	B %	C %
Child-Care Services												
Physical development	31	46	51	6	6	11	3	3	3	9	9	5
Mental development	29	46	53	6	6	6	3	3	3	5	5	0
Social development	29	51	53	6	6	6	3	3	3	5	5	0
Emotional development	36	48	58	6	6	6	0	0	0	5	0	0
Food Service-Domestic and Institutional												
Planning	31	14	7	27	26	23	3	3	3	0	0	0
Selection	31	17	7	24	16	16	3	3	3	0	0	0
Purchasing	34	12	7	24	12	16	0	0	0	0	0	0
Preparation	34	19	22	40	40	39	0	0	0	0	0	0
Serving	24	34	24	39	40	39	0	0	0	0	0	0
Storage	34	31	19	39	39	42	0	0	0	0	0	0
Clothing, Textiles & Home Furnishings												
Identification of textiles	31	12	12	6	6	6	9	9	9	57	58	45
Selection of fabric	26	12	12	0	0	6	9	8	8	41	39	29
Use of body measurements	36	4	9	0	0	6	0	3	3	48	42	33
Use of other measurements	26	17	7	0	0	6	13	15	13	38	27	23
Color selection	26	11	14	6	6	1	14	15	13	38	33	25
Construction techniques	26	11	14	0	0	6	12	14	13	37	28	24
Fitting	38	2	11	0	0	6	6	8	8	41	35	29
Design (art principles)	23	11	21	0	0	0	12	12	12	26	16	14
Care of Textiles	31	7	16	0	0	0	9	10	10	43	41	37

TABLE 26–Continued

Competency Areas	Child Care (N=42)			Food (N=174)			Housing (N=380)			Clothing & Textiles (N=221)		
	A %	B %	C %	A %	B %	C %	A %	B %	C %	A %	B %	C %
Family Services												
Budgets	42	11	9	33	1	2	5	0	3	0	0	0
Management	33	14	14	1	1	2	0	0	0	2	0	0
Housekeeping	21	26	26	4	4	5	0	0	0	4	2	0
Nutrition	26	21	21	6	4	6	0	0	0	0	0	0
Purchasing	33	16	16	6	3	5	0	0	0	1	1	0
Supportive Competencies												
First aid	31	50	47	13	5	6	2	1	0	5	2	2
Reading	23	50	42	27	28	23	13	15	42	48	51	37
Writing	21	47	42	25	28	26	45	16	42	47	50	35
Drive car	19	33	19	20	6	4	12	11	8	12	8	6
Record keeping	28	33	28	20	18	16	39	9	7	38	38	33
Salesmanship	40	4	9	26	13	12	47	16	40	44	44	36
Supervision	28	38	50	23	14	19	9	9	6	28	28	24
Human relationships	38	50	57	32	29	29	43	14	40	46	46	35
Etiquette (good manners	40	47	50	29	29	24	44	14	9	47	43	29
Sanitation	50	57	71	54	52	46	9	8	4	35	32	19
Decision making	26	33	50	26	29	25	41	14	11	35	38	29
Human growth and development	31	33	54	21	14	13	2	18	2	11	7	5
Grooming	38	50	50	33	33	28	11	11	7	44	35	24

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*Percentages in this table are small due to the large number of "no response" answers to questionnaire items.

to 58 per cent of the jobs. The competency thought to have the greatest necessity was a technical understanding of emotional development.

An analysis of the data indicated that food service competencies were not considered essential by the respondents in as many jobs as were child-care skills and knowledge. A mean of 31 per cent of the jobs required an awareness of food service competencies. Skill in performance was essential in 12 to 34 per cent of the occupations. Technical understanding had a low mean per cent of 14. An awareness of purchasing and performance of serving were judged as being essential in the highest percentage of jobs.

Competence in clothing, textiles and home furnishings ranked lowest in necessity of all five competency areas for the child-care cluster. Necessity of awareness in this area had a mean of 21 per cent. Percentages ranged from 2 to 12 for skill of performance. The mean per cent of 11 was lowest for performance. The level of technical understanding was essential in 7 to 21 per cent of the occupations. Skill in fitting at the level of performance was judged to be of least necessity. Awareness of fitting was essential in 38 per cent of the jobs.

A mean of 31 per cent of the jobs required competence in family services at the level of awareness. Performance was essential in 11 to 26 per cent of the occupations. A mean per cent of 17 was found for jobs requiring family service competency at a level of technical understanding. Awareness of budgets was of greatest necessity as opposed to a technical understanding of budgets which was considered least essential.

Supportive competencies ranked second only to child-care service competencies in necessity. The mean per cent of jobs requiring supportive competencies at a level of awareness was 32. Performance was essential in 4 to 57 per cent of the occupations. Technical understanding was judged essential in 0 to 71 per cent of the jobs. A technical understanding of sanitation was necessary to the greatest degree.

Food

Six of the mean percentages in the food cluster were calculated as being essential in more than 20 per cent of the occupations: food service, domestic and institutional (at all three levels), and supportive competencies (at all three levels). Nine mean percentages were analyzed as being essential in less than 20 per cent of the vocations.

An analysis of data revealed that the mean per cent of jobs requiring awareness of child care was six per cent.

Skill in performance was essential in six per cent of the occupations. Technical understanding was deemed essential in 6 to 11 per cent of the jobs. Awareness and performance of physical development were judged essential in the greatest percentage of jobs.

Competency in food service ranked highest in necessity of all five areas of competence for the food cluster. Awareness was essential in 24 to 40 per cent of the occupations which was a mean per cent of 37. A mean of 29 per cent of the jobs required skill in performance and technical understanding. Technical understanding of storage was thought to be necessary in the greatest number of jobs.

A mean of one per cent of the jobs required competence in clothing, textiles and home furnishings at the levels of awareness and performance with percentages from 0 to 6. Technical understanding was judged to be essential in a mean of four per cent of the occupations. Of all the five competency areas, the area of clothing, textiles and home furnishings ranked lowest in necessity for the food cluster.

The mean per cent of the jobs requiring competency in family services at the level of awareness was five. In 1 to 4 per cent of the occupations, skill in performance was thought essential. The level of technical understanding was judged necessary in 2 to 6 per cent of the vocations.

Awareness of budgets was the most essential family service.

Supportive competencies at the level of awareness were deemed essential in a mean of 27 per cent of the jobs. Awareness was judged essential in more jobs than performance or technical understanding.

Housing and home furnishings

In the housing and home furnishings cluster, only one of the mean percentages for the five competency areas and three levels of competence was judged as being essential in more than 20 per cent of the jobs. Competency requirements for this cluster came predominately from two areas: (1) clothing, textiles and home furnishings and (2) supportive competencies.

Jobs requiring awareness, performance and technical understanding of child care were a mean per cent of two. Competency in the three levels of competence in the area of foods was essential in a mean of one per cent of the occupations. Family service competencies ranked with mean per cents of one per cent for awareness, 0 per cent for performance and one per cent for technical understanding. All three levels of competence in the area of clothing, textiles and home furnishings were essential in a mean of 10 per cent of the vocations.

Supportive competencies were essential in the greatest per cent of occupations. Awareness of these competencies was deemed essential in 2 to 47 per cent of the jobs, giving a mean per cent of 24. Performance was essential in 1 to 16 per cent of the jobs. The level of technical understanding was judged to be essential in 2 to 42 per cent of the occupations. An awareness of salesmanship was judged as being essential in the greatest per cent (47 per cent) of the occupations.

Clothing and textiles

Six of the mean percentages for the areas and levels of competence in the clothing and textiles cluster were analyzed as being essential in more than 20 per cent of the jobs. Nine were calculated as being essential in less than 20 per cent of the jobs. As in the housing cluster, essential competencies came predominately from the areas of clothing, textiles and home furnishings and supportive competencies.

Occupations requiring awareness of child care ranged from 5 to 9 per cent. The mean per cent of jobs requiring competence at the level of performance was five. Technical understanding was thought essential in a mean of only one per cent of the occupations. Awareness and performance of physical development were judged as being essential in the highest percentage of jobs.

The mean per cent of jobs requiring awareness, performance and technical understanding in the area of food was 0. None of the competencies in this area was deemed essential.

Competence in clothing, textiles and home furnishings was judged to be essential for the greatest number of jobs. Necessity of awareness had a mean of 41 per cent and a range of 26 to 57 per cent. Performance had a range of 16 to 58 per cent with a mean of 35 per cent. The level of technical understanding was essential in 14 to 45 per cent of the jobs. Awareness of identification of textiles was judged to be of greatest necessity. A technical understanding of the use of measurements other than body measurements was deemed to be of least necessity.

Jobs requiring awareness and performance in the area of family services were a mean per cent of one. Zero per cent of family service competencies at the level of technical understanding were thought to be essential. Awareness of management and performance of housekeeping were judged essential in two per cent of the occupations.

Supportive competencies ranked second only to clothing and home furnishings competencies in necessity. A mean of 34 per cent of the occupations required supportive competencies at the level of awareness. Performance was essential in 2 to 5 per cent of the jobs. This constituted a mean of 32 per cent. Technical understanding was judged to be essential in 2 to 37 per cent of the occupations. Performance and technical understanding of first aid was thought to be essential in only two per cent of the occupations in this cluster. Performance in reading and writing were deemed to be necessary in 51 and 50 per cent of the occupations, respectively.

CHAPTER VII

DISCUSSION AND CONCLUSIONS

Discussion Related to Employment in Business

According to the 483 employers who were interviewed in Florida, an "average" potential employee could expect certain prevailing characteristics of home economics wage-earning occupations. The potential employee would be hired more frequently as a salesperson in clothing and textiles services which offered more full-time employment opportunities than the other services surveyed.[1] If a person desired part-time employment, food services offered more opportunities for a two-to-six months period than did the other three services. Within two years, his employer would have the same number of employees as the day he was hired.

The "average" potential employee would find employment through a newspaper advertisement, make a personal application and need a recommendation to obtain a skilled level of employment at a starting salary of $64 for a 40-hour week. Salary increases could be expected to reach a peak of $89 for 40 hours but social security, workmen's compensation, sick-leave benefits, discounts on merchandise and services, and vacation with pay would provide additional financial security.

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[1] Please recall that hotels, motels and restaurants were not included in this study since the information was available from other recent surveys.

The potential employee would be expected to be a male between 26 and 35 years of age with a high school diploma and no working experience. The employer would give him individual instructions to acquaint him with his job. His employer would offer "good" opportunities for promotions with increased salary and added responsibility if his job performance and personal characteristics were judged to be satisfactory.

The business offering employment would have controls imposed through insurance companies, labor unions, labor unions, labor laws, licensing agencies and company policies. If the employer has health regulations, the worker would need to obtain a health certificate and be free of physical defects. He would be expected to have agility; eye-hand and finger coordination; arm strength; far, near, or depth seeing; and be able to stand for long periods of time.

The review of the literature revealed two studies which indicated a need for qualified employees with home economics knowledge and skills. Hutchinson found that employers in Broward County, Florida, needed additional seamstresses[1] and Cozine's study indicated that clothing and textiles service personnel and child care workers were needed in Stillwater, Oklahoma.[2] The findings of the present study supported both Hutchinson's and Cozine's findings: 36 per cent of the clothing and textiles businesses in Florida will need more seamstresses within two years; 64 per cent expected no change in the number of employees; and no one expected a decrease in personnel. When considering all clothing and textiles job titles in Florida, 45 per cent of the employers expected an increase in the number of employees; 41 per cent anticipated no change; and only 11 per cent expected a decrease. Child care services showed 27 per cent of those interviewed will need more workers; 69 per cent expected no change; and only 4 per cent expected a decrease.

Data on occupations in Florida utilizing home economics knowledges and skills revealed that only 4 per cent of the workers were unskilled laborers which was comparable to the

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[1] Hutchinson, op. cit., p. 313.

[2] Cozine, op. cit., p. 9-17.

5 per cent of the Nation's labor force in unskilled jobs.[1] Forty-nine per cent of the home economics occupations were semi-skilled, skilled or technical. Organizing classes to train or retrain individuals for the recognized occupations in these three levels of employment would fulfill the provisions of the Vocational Education Act of 1963.[2]

Simpson stated that 1 in 8 workers was a service worker.[3] The data in this study indicated that only 1 in 24 was a service worker. The discrepancy in numbers could have resulted because employers in this study classified many job titles as skilled which Simpson had listed as service occupations.

As in Sims' study[4] and in Cozine's study,[5] the employers were least cooperative in discussing salary ranges. The salary ranges in Cozine's study[6] were not classified by starting and top salaries as they were in this study; therefore, only two comparisons for a 40-hour week were possible: (1) the ultimate salaries paid to the Florida workers for starting and top salaries were all higher than the salaries Cozine reported for Oklahoma workers; and (2) when comparing the lowest salary ranges, child care workers received higher salaries in Florida while clothing and textiles workers were paid higher salaries in Oklahoma.

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[1] *Ibid.*

[2] "Vocational Education Act of 1963," p. 6.

[3] Simpson, *op. cit.*, p. 91.

[4] Sims, *op. cit.*, p. 60.

[5] Cozine, *op. cit.*, p. 9.

[6] *Ibid.*, p. 15.

The range of working hours for clothing and textiles workers was much greater in Florida than in Cozine's study in Oklahoma.[1] Florida employees worked from 20 to 80 hours per week as contrasted to Oklahoma workers who worked from 40 to 54 hours per week.

Sims reported that 50 per cent of the businesses provided on-the-job training for employees in agricultural occupations.[2] Ninety-three per cent of the businesses provided on-the-job training for employees in home economics wage-earning occupations.

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[1] Ibid.

[2] Sims, op. cit., p. 80.

Conclusions

Based upon the findings of this part of the study, the following conclusions were drawn:

1) Employers of home economics wage-earning occupations listed 69 job titles which were divided among the following services: 7 in child care, 18 in foods, 22 in clothing and textiles and 22 in housing and home furnishings.

2) Thirty-four child-care services employers hired 151 full-time and 53 part-time employees; 113 food services employers hired 1769 full-time and 1051 part-time employees; 161 clothing and textiles employers hired 2680 full-time and 900 part-time employees; and 175 housing and home furnishings services employers hired 747 full-time and 139 part-time employees. The total number of employees was 5347 for full-time work and 2143 for part-time work.

3) According to the businessmen who offered employment for 814 job titles, about one-half of the job titles would have an increase or no change in the number of personnel over a projected two-year period. Very few employers expected a decrease in the number of workers.

4) Conclusions drawn from data concerning specific characteristics of home economics wage-earning occupations were

    a) Most employers used newspaper advertising, personal application and word-of-mouth recommendations to obtain new employees.

    b) Most of the persons in home economics wage-earning occupations were workers on the skilled level of employment.

    c) Employees performed a variety of activities for specific job titles. Many of the duties overlapped for job titles within a particular category. The terminology used for job titles was usually indicative of the primary function which the employee performed within the business.

d) Respondents were the least responsive to questions concerning salary ranges. Of those who answered, starting and top salaries for a 40-hour week were the lowest for salespersons, cleaning persons, dietary workers, cooks, kitchen helpers, seamstresses and pressers who were service, semi-skilled, skilled or sales workers with a high school diploma. The higher salaries, both starting and top for a 40-hour week, were paid to the following: nursery school principals, managers, supervisors, dietitians, foremen, secretaries, bakers, waitresses, fitters, sales representatives, interior decorators and upholsterers who were skilled, managerial or professional workers with a high school education or above.

e) Most of the employees in home economics wage-earning occupations could expect to be employed by businesses which operated on a 40-hour week, but the managerial and professional persons worked the maximum number of hours per week. In summary, the higher levels of employment paid higher starting and top salaries but demanded more work hours.

f) Social security, workmen's compensation, sick-leave benefits, discounts on merchandise and services and vacation with pay were the most common fringe benefits.

g) Employers preferred men rather than women as workers.

h) Employers required workers to wear uniforms or casual dresses.

i) Of those employers who had age requirement and qualifications for employment, most preferred the person who was 26 to 35 years old.

j) Most of the employers desired workers who had been graduated from high school but many would hire those who had not completed four years of high school classes.

k) Most employers did not consider working experience a necessary prerequisite for employment.

l) Most of the employers had some form of on-the-job training with the vast majority using individual instructions and one or more of the following methods: training sessions, apprenticeships, specialized training, staff meetings, written materials and workshops.

m) Most employers expected workers to have agility; eye-hand and finger coordination; arm strength; far, near or depth seeing; and ability to stand for a long period of time.

o) Controls were imposed on employees through insurance companies, labor unions, labor laws, licensing agencies and company policies.

p) More employers offered "good" opportunities for promotions with "excellent," "fair," and "no opportunities" rated equally.

q) Promotions were characterized by pay increases, more responsibility, more authority and more prestige in that order.

r) Most employers used performance and personal characteristics as criteria for evaluating employee promotions.

Discussion Related to Homemaker Services

Interview forms were administered to 315 homemakers, selected by the wave sampling technique, who represented the socio-economic classes as defined by the McGuire-White Short Form of Social Status. Nine of the interview forms were either not legible or unreturned which resulted in a sample of 305 (97%) in the homemaker group.

The high percentage of homemakers in the upper class, 19 per cent, and in the upper middle, 32 per cent, was proportionately higher than the percentages of the two classes in the entire population of the United States. The lack of agreement between the results of this study and the United States Census may be due to one or more of the following: (1) an unusual sampling, (2) the faulty determination of the socio-economic status of the respondents and (3) inconsistencies in interview techniques.

One of the purposes of this portion of the study was to determine the present employment of individuals in the various categories of homemaker services and to estimate the future entry rate. The percentage of full-time home service workers employed by the upper class may seem to be comparatively small, but it may be due to the fact that many of the upper class in Florida live in condominiums and hotels that furnish maid service. Less than half of the total number of respondents in all socio-economic levels employed one part-time home service worker and less than one-tenth employed one full-time worker.

The data indicated a need for employees with specific skills according to respondents. The homemakers expressed willingness to pay at least the minimum wage for services but they frequently were unavailable because of the lack of home service workers. The home service occupations for which respondents indicated the greatest need ranked in the following order: draperies and curtains, 86 per cent; dressmaking, 85 per cent; slip covers and upholstering, 83 per cent, day care of children, 82 per cent; companion aide for convalescing individuals, 81 per cent; alterations, 81 per cent; equipment and appliances, 81 per cent; and baby-sitting for special occasions, 81 per cent.

Another purpose of this study was to determine job characteristics of home service workers such as salaries, working hours, fringe benefits, age for employment, sex of employees, education, experience, health, physical abilities and dress of employees. The analysis of responses of the homemaker indicated that most homemakers preferred female employees who were in the age range of 26-35. Responses indicated that a degree of experience was necessary and that uniforms were preferred as appropriate dress. A health examination plus a state health certificate were the most frequent requirements for home service occupations.

On the basis of the findings, the following conclusions were made:

1. Less than half the total number of the respondents employed one part-time employee, and less than one-tenth employed one full-time employee.

2. More respondents stated that they needed homemaker services or knew someone who needed homemaker services than had employed workers in the last two years.

3. The home service occupations for which respondents believed trained persons could be employed ranked in the following order: draperies and curtains, 86 per cent; dressmaking, 85 per cent; slip covers and upholstering, 83 per cent; day-care of children, 82 per cent; companion aide for a convalescing individual, 81 per cent; alterations, 81 per cent; equipment and appliances, 81 per cent; and babysitting for special occasions, 81 per cent.

4. Responses of the homemakers showed certain desirable entry qualifications for employees. Most homemakers preferred female employees, age 26-35 years of age. Responses indicated that some experience was necessary, and uniforms were preferred as appropriate dress. A health examination and a state health certificate were also necessary requirements.

5. Respondents indicated that sanitation, etiquette, grooming, mental development and preparation in family food service were the most needed competencies for home service occupations.

The conclusions indicated that a need exists for trained persons in home service occupations, and that trained persons could be employed for these occupations. An examination of each homemaker service revealed that some services are needed more than others, and each county varied with the need for home service employees.

Discussion Related to Clustering

The job titles were classified into 4 subject area categories: child-care services, food services, clothing and textiles services and housing and home furnishings services. Competencies which were common to all areas were identified as characteristics such as reading, writing, grooming, salesmanship and decision making. No competencies (competencies deemed essential or desirable in 25% or more of the jobs in a certain area) were found to be common to all jobs in each area. Each area was broken down into clusters of job titles having common competencies and these competencies were identified.

The child care area was comprised of 3 clusters. In one cluster one job required none of the stated competencies. The other two clusters required the same competencies, but at different levels (one requiring all levels, the other requiring knowledge and awareness of the competency).

In the area of food services, 8 clusters were identified. The competencies of planning, storage and serving were required or desired in 5 or more of the clusters. Only one cluster required none of the stated competencies.

Thirteen clusters were identified in the clothing and textiles area. Of the 9 stated competencies, identification of textiles, care of textiles, use of other measurements, construction techniques, color selection, selection of fabric and use of body measurements were required or desired in 5 or more of the clusters. Only one cluster required none of the stated competencies.

The area of housing and home furnishings was comprised of 10 clusters. Only one cluster required none of the stated competencies. The other 9 clusters required or desired 2 or more of the competencies.

Identification of textiles, selection of fabric, use of other measurements and design were desired or required in 5 or more clusters. Use of boy measurements was the only stated competency that was not desired nor required by any of the clusters in this area.

The following chart, Figure 17, contains the concluding clusters.

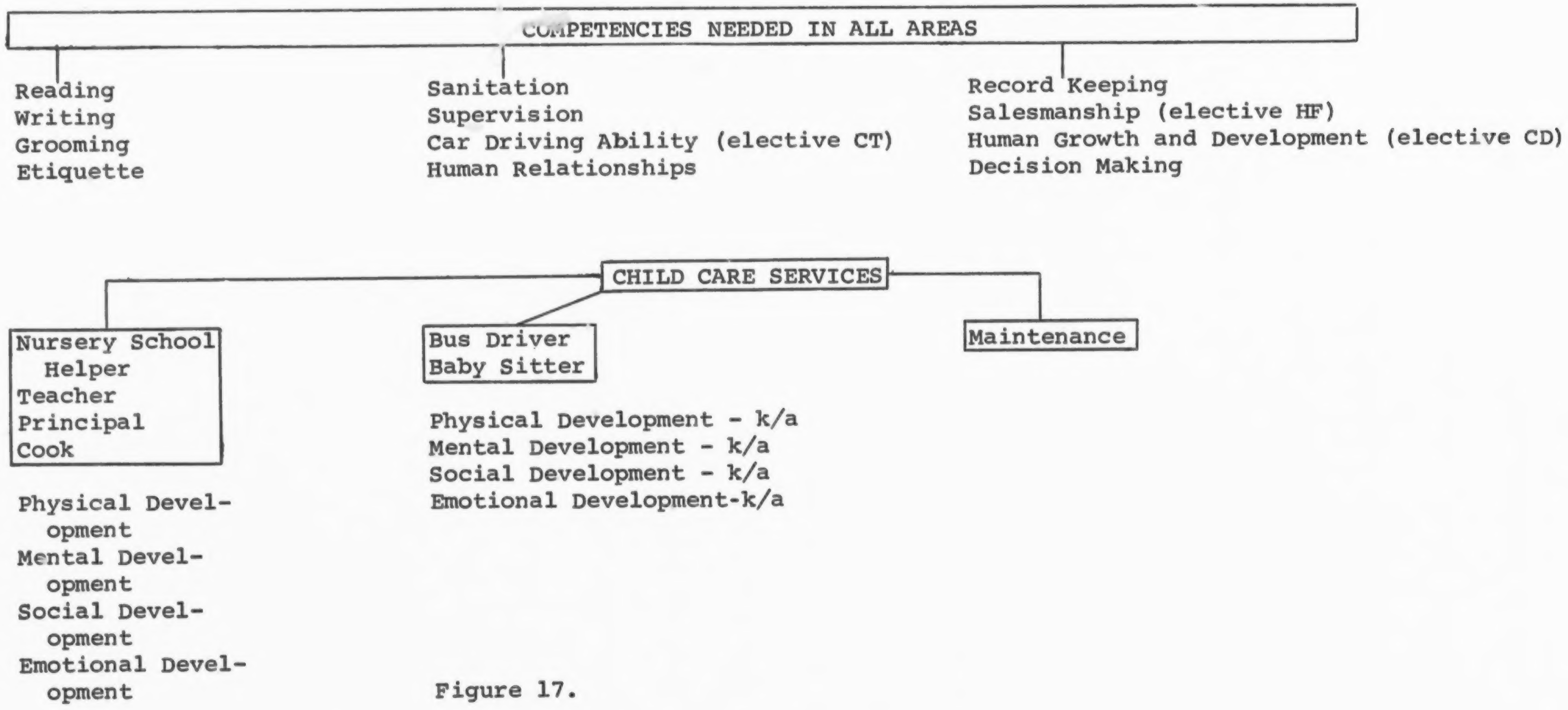
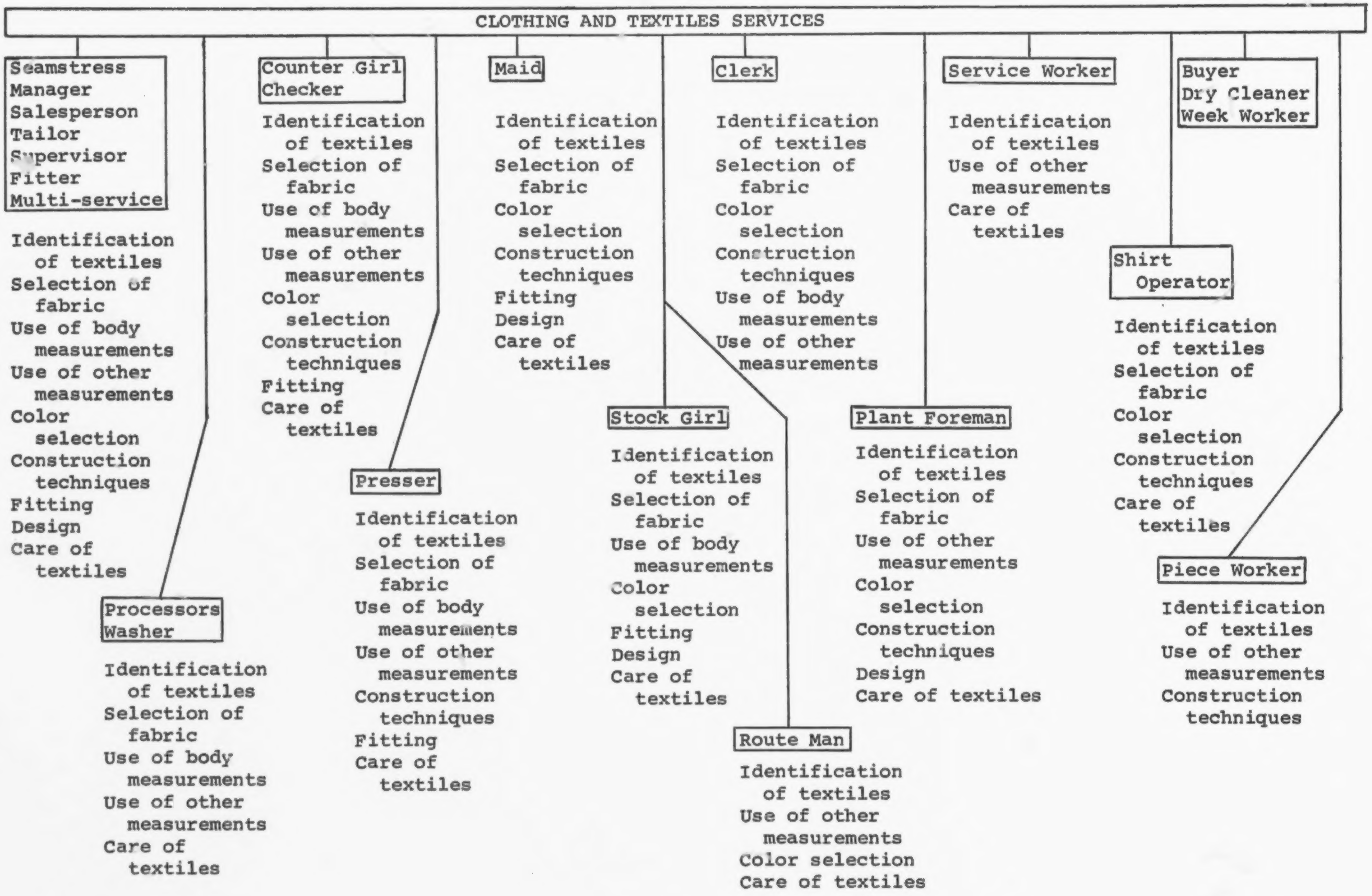

COMPETENCIES NEEDED IN ALL AREAS
Reading
Writing
Grooming
Etiquette
Sanitation
Supervision
Car Driving Ability (elective CT)
Human Relationships
Record Keeping
Salesmanship (elective HF)
Human Growth and Development (elective CD)
Decision Making
CHILD CARE SERVICES
Nursery School Helper
Teacher
Principal
Cook
Physical Development
Mental Development
Social Development
Emotional Development
Bus Driver
Baby Sitter
Physical Development - k/a
Mental Development - k/a
Social Development - k/a
Emotional Development-k/a
Maintenance

Figure 17.



CLOTHING AND TEXTILES SERVICES

- Seamstress
  Manager
  Salesperson
  Tailor
  Supervisor
  Fitter
  Multi-service
  - Identification of textiles
  - Selection of fabric
  - Use of body measurements
  - Use of other measurements
  - Color selection
  - Construction techniques
  - Fitting
  - Design
  - Care of textiles
- Processors
  Washer
  - Identification of textiles
  - Selection of fabric
  - Use of body measurements
  - Use of other measurements
  - Care of textiles
- Counter Girl
  Checker
  - Identification of textiles
  - Selection of fabric
  - Use of body measurements
  - Use of other measurements
  - Color selection
  - Construction techniques
  - Fitting
  - Care of textiles
- Presser
  - Identification of textiles
  - Selection of fabric
  - Use of body measurements
  - Use of other measurements
  - Construction techniques
  - Fitting
  - Care of textiles
- Maid
  - Identification of textiles
  - Selection of fabric
  - Color selection
  - Construction techniques
  - Fitting
  - Design
  - Care of textiles
- Stock Girl
  - Identification of textiles
  - Selection of fabric
  - Use of body measurements
  - Color selection
  - Fitting
  - Design
  - Care of textiles
- Route Man
  - Identification of textiles
  - Use of other measurements
  - Color selection
  - Care of textiles
- Clerk
  - Identification of textiles
  - Selection of fabric
  - Color selection
  - Construction techniques
  - Use of body measurements
  - Use of other measurements
- Plant Foreman
  - Identification of textiles
  - Selection of fabric
  - Use of other measurements
  - Color selection
  - Construction techniques
  - Design
  - Care of textiles
- Service Worker
  - Identification of textiles
  - Use of other measurements
  - Care of textiles
- Buyer
  Dry Cleaner
  Week Worker
- Shirt Operator
  - Identification of textiles
  - Selection of fabric
  - Color selection
  - Construction techniques
  - Care of textiles
- Piece Worker
  - Identification of textiles
  - Use of other measurements
  - Construction techniques

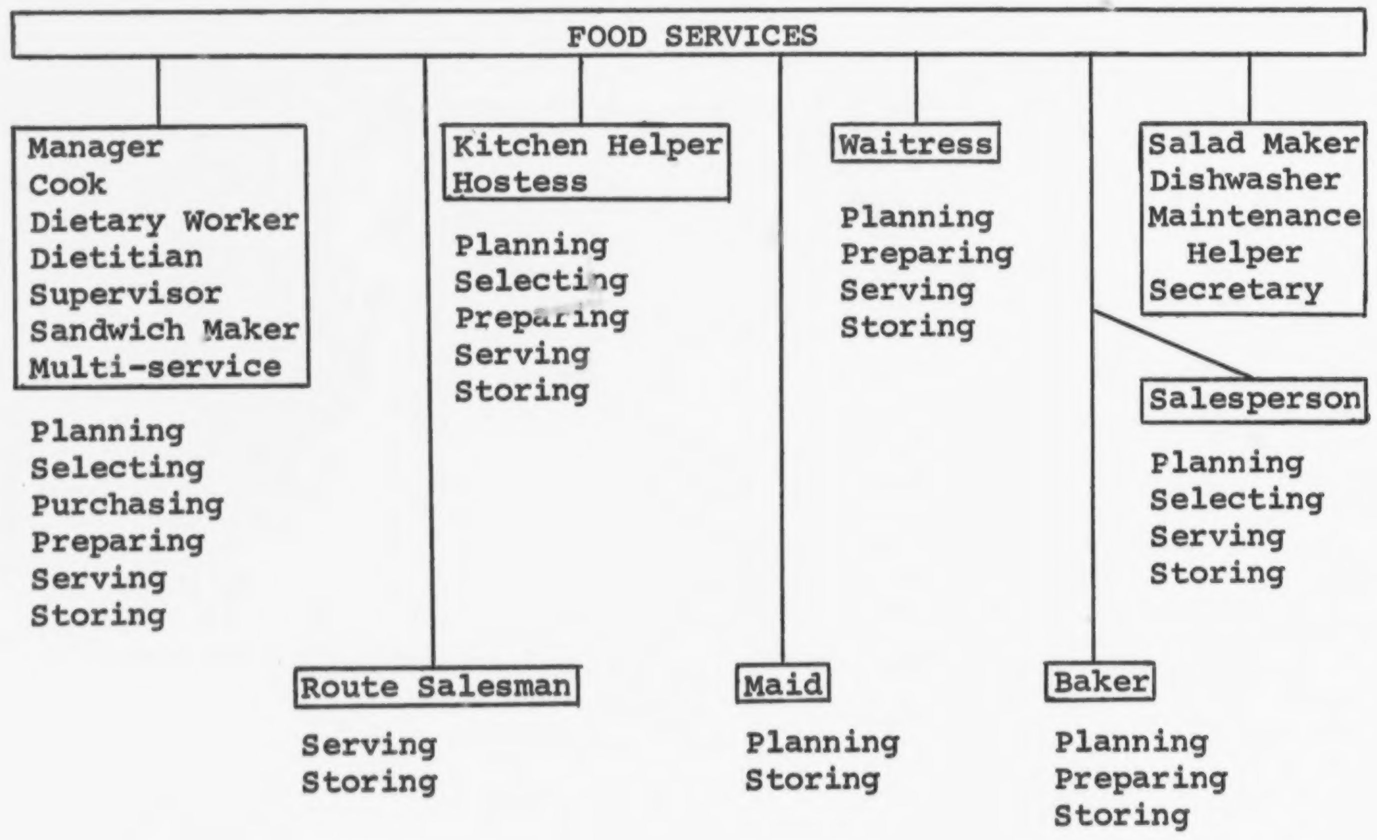

FOOD SERVICES
Manager
Cook
Dietary Worker
Dietitian
Supervisor
Sandwich Maker
Multi-service
Planning
Selecting
Purchasing
Preparing
Serving
Storing
Route Salesman
Serving
Storing
Kitchen Helper
Hostess
Planning
Selecting
Preparing
Serving
Storing
Maid
Planning
Storing
Waitress
Planning
Preparing
Serving
Storing
Baker
Planning
Preparing
Storing
Salesperson
Planning
Selecting
Serving
Storing
Salad Maker
Dishwasher
Maintenance Helper
Secretary

Figure 17-Continued

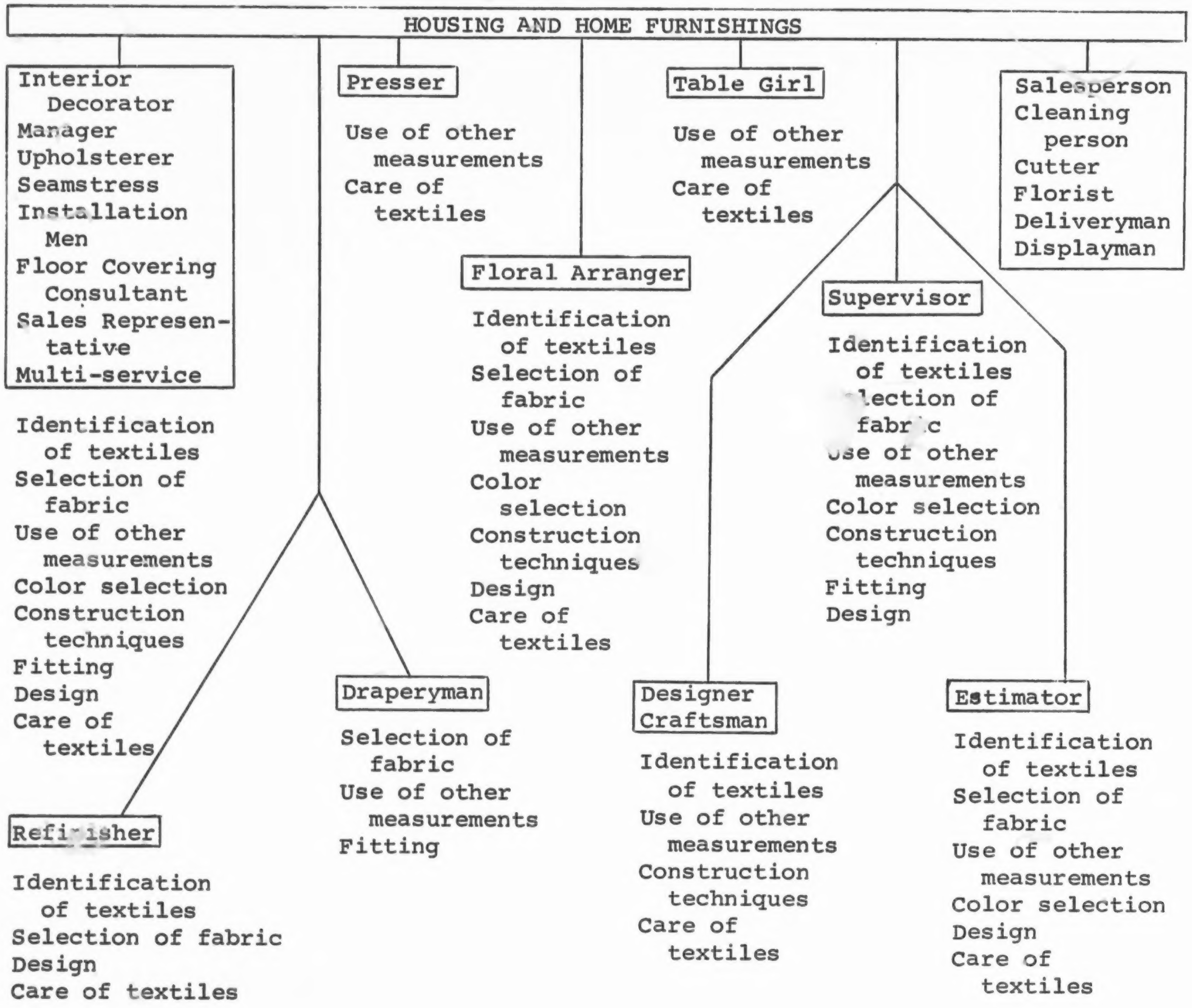

HOUSING AND HOME FURNISHINGS
Interior Decorator
Manager
Upholsterer
Seamstress
Installation Men
Floor Covering Consultant
Sales Representative
Multi-service
Identification of textiles
Selection of fabric
Use of other measurements
Color selection
Construction techniques
Fitting
Design
Care of textiles
Refinisher
Identification of textiles
Selection of fabric
Design
Care of textiles
Presser
Use of other measurements
Care of textiles
Draperyman
Selection of fabric
Use of other measurements
Fitting
Floral Arranger
Identification of textiles
Selection of fabric
Use of other measurements
Color selection
Construction techniques
Design
Care of textiles
Table Girl
Use of other measurements
Care of textiles
Supervisor
Identification of textiles
Selection of fabric
Use of other measurements
Color selection
Construction techniques
Fitting
Design
Designer Craftsman
Identification of textiles
Use of other measurements
Construction techniques
Care of textiles
Estimator
Identification of textiles
Selection of fabric
Use of other measurements
Color selection
Design
Care of textiles
Salesperson
Cleaning person
Cutter
Florist
Deliveryman
Displayman

Figure 17-Continued

APPENDICES

APPENDIX A

FORM I AND FORM II

HOME ECONOMICS EMPLOYMENT
OPPORTUNITIES AND NEEDED COMPETENCIES
FORM I

Date ______________________________

I. Employment Unit

1. Name of person interviewed __________________________

____ 2. Position of person interviewed:
(1) Owner
(2) Manager
(3) Assistant Manager
(4) Supervisor
(5) Foreman
(6) Personnel Director
(7) Receptionist
(8) Secretary
(9) Other (Specify) _________

____
____ 3. Educational level completed by interviewee:
(01) Elementary School
(02) Junior High School
(03) Some High School
(04) High School
(05) Some College
(06) College
(07) Master's Degree
(08) Master's Degree Plus
(09) Doctor's Degree
Specialized Training:
(10) Business School
(11) Vocational School
(12) Technical School
(13) Other Specify _________

4. Name of employing unit ______________________________

5. Address ___________________ City ____________ Phone _____

____ 6. County
(01) Escambia
(02) Leon
(03) Bay
(04) Orange
(05) Taylor
(06) Brevard
(07) Marion
(08) Hernando
(09) Dade
(10) Palm Beach
(11) Hendry
(12) Lee

7. Principal products, activities, or services the employing unit manufacturers, maintains, provides, or requires for each applicable occupational classification:
____ (1) Professional, Technical, Managerial _______________

____ (2) Clerical and Sales ______________________________

(3) Service ____

(4) Farming, Fishery, Forestry, & Related ____________

(5) Processing Occupations ____________________________

(6) Machine Trade ______________________________

(7) Bench Work ______________________________

(8) Structural Work ______________________________

(9) Miscellaneous ______________________________

II. Employees Needing Competencies in Home Economics

1. The principal function(s) of jobs using home economics knowledge and skills:
____ (1) Sales
____ (2) Service
____ (3) Purchasing/Marketing
____ (4) Manufacturing/Processing
____ (5) Advertising
____ (7) Public Relations

____ 2. Number of employees needing a background of training in any phase of home economics.

____ 3. Number of full-time employees needing home economics training.

____ 4. Number of part-time employees needing home economics training.

5. Basis of part-time employment:
____ (1) Seasonal
____ (2) Temporary
____ (3) Permanent
____ (4) Other (Specify) ______________________________

____ 6. Do company policies, benefits, qualifications, and/or requirements differ for full-time and part-time employees? (1) Yes (2) No

____ 7. Number of employees who could perform more efficiently with more home economics training.

____III. Participation in Educational Programs

1. Is there a willingness to participate with secondary schools and post-secondary Vocational schools in cooperative and educational activities to help train employees?
(1) Yes (2) No

If yes, will the employing unit: Code: (1) Yes (2) No

____ 2. Permit trainees to visit and observe?
____ 3. Employ interested trainees on part-time basis?
____ 4. Provide placement for work experience?
____ 5. Offer in-service training for employees?
____ 6. Serve on an advisory committee?
____ 7. Make suggestions for educational aids such as:
____ 7-1 Bulletins
____ 7-2 Exhibits
____ 7-3 Books
____ 7-4 Equipment
____ 7-5 Charts
____ 7-6 Resource Persons
____ 7-7 Teaching Films and Visual Aids
____ 7-8 Other (Specify)
____ 8. Be able to provide educational aids such as:
____ 8-1 Bulletins
____ 8-2 Exhibits
____ 8-3 Books
____ 8-4 Equipment
____ 8-5 Charts
____ 8-6 Resource Persons
____ 8-7 Teaching Films and Visual Aids
____ 8-8 Other (Specify)________________________________
____ 9. Other (Specify)________________________________

IV. Job Titles or Type of Positions

What are the job titles requiring home economics knowledge and skills, the number of employees for each, and the level of employment for each?

Codes for Levels of Employment*

(1) Unskilled
(2) Service Workers
(3) Semi-skilled
(4) Skilled Workers
(5) Sales
(6) Clerical
(7) Managerial
(8) Technical
(9) Professional
(10) Ownership

	Job Titles or Type of Positions	Number of Employees	Levels of Employment*
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

HOME ECONOMICS EMPLOYMENT
SPECIFIC JOB OPPORTUNITIES AND NEEDED COMPETENCIES
FORM II

Form II will be filled out for each job title listed under IV, Form I.

I. Identification of Job Title

1. Name of Employing unit ____________________

2. Address ____________ City ________ Phone ____

3. County
   - (01) Escambia
   - (02) Leon
   - (03) Bay
   - (04) Taylor
   - (05) Orange
   - (06) Brevard
   - (07) Marion
   - (08) Hernando
   - (09) Dade
   - (10) Palm Beach
   - (11) Hendry
   - (12) Lee

4. Job Title ____________________

5. Level of Employment:
   - (01) Unskilled
   - (02) Service Workers
   - (03) Semi-skilled
   - (04) Skilled
   - (05) Sales
   - (06) Clerical
   - (07) Managerial
   - (08) Technical
   - (09) Professional
   - (10) Ownership

6. Description of common, significant or frequent activities and duties of job title:

   (1) ____________ (3) ____________

   (2) ____________ (4) ____________

II. Employees for Job Title

____ 1. Number of full-time employees.

____ 2. Number of part-time employees.

____ 3. Average length of part-time employment:
   - (1) Special Days
   - (2) 1-5 Days
   - (3) Two Weeks
   - (4) One Month
   - (5) 2-6 Months
   - (6) 7-12 Months

4. The anticipated number of employees for the next two years:

____ (1) Anticipated Increase
____ (2) Anticipated Decrease
____ (3) No Change Anticipated

5. Source(s) of new employees:

____ (1) Vocational/Technical Schools
____ (2) State Employment Office
____ (3) Private Employment Office
____ (4) Placement Bureau
____ (5) Newspaper Advertising
____ (6) Personal Applications
____ (7) Word-of-Mouth Recommendations
____ (8) Other (Specify) ____________________

III. Characteristics of Employment for Job Title

____ 1. Starting salary (hourly wage converted on basis of 40 hour week for monthly salary)

____ 2. Top salary (converted same as above)

____ 3. Working hours.

4. Fringe benefits:

____ (01) Uniforms
____ (02) Insurance
____ (03) Social Security
____ (04) Sick Leave
____ (05) Workman's Compensation
____ (06) Vacation Without Pay
____ (07) Vacation With Pay
____ (08) Overtime Pay
____ (09) Retirement Benefits
____ (10) Transportation
____ (11) Discount Merchandise
____ (12) Profit Sharing
____ (13) Other (Specify) ____________________

____ 5. Opportunities for promotion:
(1) Excellent (2) Good (3) Fair (4) Poor (5) None

6. Criteria used for promotion:

____ (01) Further Education and/or Training
____ (02) Merit System
____ (03) Excellent Performance
____ (04) Seniority
____ (05) Leadership Qualities
____ (06) Organization Qualities
____ (07) Personal Characteristics
____ (08) Competitive Basis
____ (09) Examinations
____ (10) None
____ (11) Other (Specify) ____________________

7. Characteristics of a promotion:

____ (1) Title Change
____ (2) Increased Responsibility
____ (3) Increased Authority
____ (4) Pay Increase
____ (5) Prestige
____ (6) Other (Specify)____________________

IV. Personal Characteristics Valued for Success and Advancement

Codes: (1) Unnecessary (2) Desirable (3) Essential

____ 1. To be neat and orderly in work.
____ 2. To be clean and well groomed.
____ 3. To assume responsibility.
____ 4. To carry out instructions.
____ 5. To practice acceptable social skills.
____ 6. To use good English in speaking.
____ 7. To use good English in writing.
____ 8. To accept criticism.
____ 9. To be honest.
____ 10. To admit own errors.
____ 11. To be punctual.
____ 12. To manage time wisely.
____ 13. To show initiative.
____ 14. To work well with others.
____ 15. To be respectful and considerate of the property of others.
____ 16. Other (Specify) ____________________

V. Desirable Qualifications of Employees for Entering Job Title

____ 1. Age by years:

(01) under 16
(02) 16-25
(03) 26-35
(04) 36-45
(05) 46-55
(06) 56-65
(07) 66-75
(08) 76-85
(09) Over 85
(10) None

____ 2. Sex: (1) Female (2) Male (3) Either

____
____ 3. Highest educational level:

(01) Elementary School
(02) Junior High School
(03) Some High School
(04) High School
(05) Some College
(06) College
(07) Master's Degree
(08) Master's Degree Plus
(09) Doctor's Degree
(10) Does Not Matter

Specialized Schools:

(11) Business School
(12) Technical School
(13) Vocational School
(14) Other (Specify) _____

4. Background of experience:

____ (1) No Experience Necessary
____ (2) Homemaking
____ (3) Domestic Service
____ (4) Other (Specify) ____________________

Institutional Service

____ (5) Hospitals
____ (6) Nursing Homes
____ (7) Schools
____ (8) Other (Specify) ____________________

VI. On-the-job Training Provided by Employing Unit

____ (01) Individual Instructions
____ (02) Training Sessions
____ (03) Apprenticeship
____ (04) Correspondence Courses
____ (05) Specialized Training
____ (06) Staff Meetings
____ (07) Written Materials
____ (08) Workshop Sessions
____ (09) None
____ (10) Other (Specify) ____________________

VII. Requirements for Entering Job Title

1. Health

____ (1) Examination
____ (2) No Physical Defects
____ (3) State Health Certification
____ (4) None
____ (5) Other (Specify) ____________________

2. Physical Abilities

____ (01) Agility
____ (02) Eye-hand Coordination
____ (03) Finger Coordination
____ (04) Arm Strength (Lifting)
____ (05) Ability to Stand for Extended Period
____ (06) Far, Near, or Depth Seeing
____ (07) Acute Hearing
____ (08) Specific Weight or Height
____ (09) No Specific Requirement
____ (10) Other (Specify) ____________________

____ 3. Dress

____ (1) Uniform
(2) Smocks
(3) Professional Business Attire
(4) Casual (dresses)
(5) Slacks, shorts

Dress: (continued)
(6) Specific colors
(7) No Requirements
(8) Other (Specify) ________________________

____ 4. Age in years
(01) Under 16 (03) 26-35 (05) 46-55 (07) 66-75 (09) Over 85
(02) 16-25 (04) 36-45 (06) 56-65 (08) 76-85 (10) None

____ 5. Highest level of education:
____

(01) Elementary School	(08) Master's Degree Plus
(02) Junior High School	(09) Doctor's Degree
(03) Some High School	(10) No Requirement
(04) High School	Specialized Schools:
(05) Some College	(11) Business School
(06) College	(12) Technical School
(07) Master's Degree	(13) Vocational School
	(14) Other (Specify) _______

Describe the following requirements for entering this job title:

6. Labor Unions ________________________
7. Labor Laws ________________________
8. Licensing Regulations ________________________
9. Company Policies ________________________
10. Insurance Regulations ________________________
11. Other (Specify) ________________________

VIII. Additional Information

1. ________________________

2. ________________________

IX. Competencies Needed for Job Title

Consider each item listed below under the Competency Area (Column A). Opposite each item in Column A indicate the degree of importance of the item to the job title by rating it under each Level of Ability and Knowledge (Column B, C, and D).

Code: (1) Unnecessary (2) Desirable (3) Essential

Compentency Areas	Levels of Ability and Knowledge		
	Awareness	Performance	Technical Understanding
A	B	C	D
A. Child Care Services			
1. Physical Development	________	________	________
2. Mental Development	________	________	________
3. Social Development	________	________	________
4. Emotional Development	________	________	________
5. Other (Specify)	________	________	________

Compentency Areas	Levels of Ability and Knowledge		
	Awareness	Performance	Technical Understanding
A	B	C	D
B. Food Service-Domestic & Institutional			
1. Planning			
2. Selection			
3. Purchasing			
4. Preparation			
5. Serving			
6. Storage			
7. Other (Specify)			
C. Clothing, Textiles & Home-Furnishings			
1. Identification of text.			
2. Selection of fabric			
3. Use of body meas.			
4. Use of other meas.			
5. Color selection			
6. Construc. tech.			
7. Fitting			
8. Design (art prin.)			
9. Care of textiles			
10. Other (Specify)			
D. Family Services			
1. Budgets			
2. Management			
3. Housekeeping			
4. Nutrition			
5. Purchasing			
6. Other (Specify)			
E. Supportive Competencies			
1. First Aid			
2. Reading			
3. Writing			
4. Drive Car			
5. Record Keeping			
6. Salesmanship			
7. Supervision			
8. Human Relationships			
9. Etiquette (Manners)			
10. Sanitation			
11. Decision making			
12. Human growth & devel.			
13. Grooming			

APPENDIX B

INTERVIEW FORM FOR HOMEMAKERS

HOME SERVICE EMPLOYMENT IN HOME ECONOMICS OPPORTUNITIES AND NEEDED COMPETENCIES

Date ________________________

I. HOME SERVICE EMPLOYERS

1. Name of person interviewed __________________
2. Address ______________ City __________________
   Phone ________________
3. ____ County

(01) Escambia	(07) Marion
(02) Leon	(08) Hernando
(03) Bay	(09) Dade
(04) Taylor	(10) Palm Beach
(05) Orange	(11) Hendry
(06) Brevard	(12) Lee

4. ____ Occupation of head of household.
5. ____ Major source of family income.
6. ____ Education of the head of the household.
7. ____ (For office use only)

II. HOME SERVICE EMPLOYEES

1. ____ Number of full-time employees.
2. ____ Number of part-time employees.
3. ____ Average length of part-time employment.

(1) Special days	(4) One month
(2) 1-5 days	(5) 2-6 months
(3) Two weeks	(6) 7-12 months

4. Source of new employees: Code (1) yes (2) no
   - ____ (1) Vocational/Technical Schools
   - ____ (2) State Employment Office
   - ____ (3) Private Employment Office
   - ____ (4) Placement Bureau
   - ____ (5) Newspaper Advertising
   - ____ (6) Personal Applications
   - ____ (7) Word-of-Mouth Recommendations
   - ____ (8) Other (Specify)_________________________

III. AVAILABILITY OF HOME SERVICE EMPLOYMENT

Four questions are listed under each home service occupation. Code (1) yes and (2) no as answers to each question.

A. Child Care Workers

Babysitting for special occasions:

1. ____ Have you employed anyone in your home in the last two years?

____ 2. Did you or persons you know need this service last year?
____ 3. Do you believe trained persons could be employed?
____ 4. Would you be willing to pay at least the minimum wage?

Day-care of children:

____ 1. Have you employed anyone in your home in the last two years?
____ 2. Did you or persons you know need this service last year?
____ 3. Do you believe trained persons could be employed?
____ 4. Would you be willing to pay at least the minimum wage?

Twenty-four hour care of children in homes:

____ 1. Have you employed anyone in your home in the last two years?
____ 2. Did you or persons you know need this service last year?
____ 3. Do you believe trained persons could be employed?
____ 4. Would you be willing to pay at least the minimum wage?

Care of children in stores:

____ 1. Have you employed anyone in your home in the last two years?
____ 2. Did you or persons you know need this service last year?
____ 3. Do you believe trained persons could be employed?
____ 4. Would you be willing to pay at least the minimum wage?

Care for handi-capped children:

____ 1. Have you employed anyone in your home in the last two years?
____ 2. Did you or persons you know need this service last year?
____ 3. Do you believe trained persons could be employed?
____ 4. Would you be willing to pay at least the minimum wage?

Other (Specify) ________________________________

____ 1. Have you employed anyone in your home in the last two years?
____ 2. Did you or persons you know need this service last year?
____ 3. Do you believe trained persons could be employed?
____ 4. Would you be willing to pay at least the minimum wage?

B. Companion Aides

For normal individual:

____ 1. Have you employed anyone in your home in the last two years?

____ 2. Did you or persons you know need this service last year?

____ 3. Do you believe trained persons could be employed?

____ 4. Would you be willing to pay at least the minimum wage?

For physically handicapped individual:

____ 1. Have you employed anyone in your home in the last two years?

____ 2. Did you or persons you know need this service last year?

____ 3. Do you believe trained persons could be employed?

____ 4. Would you be willing to pay at least the minimum wage?

For mentally handicapped individual:

____ 1. Have you employed anyone in your home in the last two years?

____ 2. Did you or persons you know need this service last year?

____ 3. Do you believe trained persons could be employed?

____ 4. Would you be willing to pay at least the minimum wage?

For a convalescing individual:

____ 1. Have you employed anyone in your home in the last two years?

____ 2. Did you or persons you know need this service last year?

____ 3. Do you believe trained persons could be employed?

____ 4. Would you be willing to pay at least the minimum wage?

For an aging individual:

____ 1. Have you employed anyone in your home in the last two years?

____ 2. Did you or persons you know need this service last year?

____ 3. Do you believe trained persons could be employed?

____ 4. Would you be willing to pay at least the minimum wage?

Others (Specify) ______________________________

____ 1. Have you employed anyone in your home in the last two years?

____ 2. Did you or persons you know need this service last year?

____ 3. Do you believe trained persons could be employed?

____ 4. Would you be willing to pay at least the minimum wage?

C. Family Food Service Workers

For one meal a day:

____ 1. Have you employed anyone in your home in the last two years?

____ 2. Did you or persons you know need this service last year?

____ 3. Do you believe trained persons could be employed?

____ 4. Would you be willing to pay at least the minimum wage?

For two meals a day:

____ 1. Have you employed anyone in your home in the last two years?

____ 2. Did you or persons you know need this service last year?

____ 3. Do you believe trained persons could be employed?

____ 4. Would you be willing to pay at least the minimum wage?

For three meals a day:

____ 1. Have you employed anyone in your home in the last two years?

____ 2. Did you or persons you know need this service last year?

____ 3. Do you believe trained persons could be employed?

____ 4. Would you be willing to pay at least the minimum wage?

For Special occasions:

____ 1. Have you employed anyone in your home in the last two years?

____ 2. Did you or persons you know need this service last year?

____ 3. Do you believe trained persons could be employed?

____ 4. Would you be willing to pay at least the minimum wage?

For special diets:

____ 1. Have you employed anyone in your home in the last two years?

____ 2. Did you or persons you know need this service last year?

____ 3. Do you believe trained persons could be employed?

____ 4. Would you be willing to pay at least the minimum wage?

Caterer:

____ 1. Have you employed anyone in your home in the last two years?

____ 2. Did you or persons you know need this service last year?

____ 3. Do you believe trained persons could be employed?

____ 4. Would you be willing to pay at least the minimum wage?

Others (Specify) ______________________________

____ 1. Have you employed anyone in your home in the last two years?

____ 2. Did you or persons you know need this service last year?

____ 3. Do you believe trained persons could be employed?

____ 4. Would you be willing to pay at least the minimum wage?

D. Special Clothing Service Workers

Repairs, renovations, darning, re-weaving, etc.

____ 1. Have you employed anyone in your home in the last two years?

____ 2. Did you or persons you know need this service last year?

____ 3. Do you believe trained persons could be employed?

____ 4. Would you be willing to pay at least the minimum wage?

Hand laundering, laundry, ironing:

____ 1. Have you employed anyone in your home in the last two years?

____ 2. Did you or persons you know need this service last year?

____ 3. Do you believe trained persons could be employed?

____ 4. Would you be willing to pay at least the minimum wage?

Button holes, buttons, belts

____ 1. Have you employed anyone in your home in the last two years?

____ 2. Did you or persons you know need this service last year?

____ 3. Do you believe trained persons could be employed?

____ 4. Would you be willing to pay at least the minimum wage?

Making or renovating hats, accessories, etc.

____ 1. Have you employed anyone in your home in the last two years?

____ 2. Did you or persons you know need this service last year?

____ 3. Do you believe trained persons could be employed?

____ 4. Would you be willing to pay at least the minimum wage?

Alterations

____ 1. Have you employed anyone in your home in the last two years?

____ 2. Did you or persons you know need this service last year?

____ 3. Do you believe trained persons could be employed?

____ 4. Would you be willing to pay at least the minimum wage?

Dressmaking, tailoring, seamstress

____ 1. Have you employed anyone in your home in the last two years?

____ 2. Did you or persons you know need this service last year?

____ 3. Do you believe trained persons could be employed?

____ 4. Would you be willing to pay at least the minimum wage?

Needlecrafts

____ 1. Have you employed anyone in your home in the last two years?

____ 2. Did you or persons you know need this service last year?

____ 3. Do you believe trained persons could be employed?

____ 4. Would you be willing to pay at least the minimum wage?

Clothing storage

____ 1. Have you employed anyone in your home in the last two years?

____ 2. Did you or persons you know need this service last year?

____ 3. Do you believe trained persons could be employed?

____ 4. Would you be willing to pay at least the minimum wage?

Others (Specify)________________________________

____ 1. Have you employed anyone in your home in the last two years?

____ 2. Did you or persons you know need this service last year?

____ 3. Do you believe trained persons could be employed?

____ 4. Would you be willing to pay at least the minimum wage?

E. Consultant Service Workers

Floral decorations

____ 1. Have you employed anyone in your home in the last two years?
____ 2. Did you or persons you know need this service last year?
____ 3. Do you believe trained persons could be employed?
____ 4. Would you be willing to pay at least the minimum wage?

Personal shopper

____ 1. Have you employed anyone in your home in the last two years?
____ 2. Did you or persons you know need this service last year?
____ 3. Do you believe trained persons could be employed?
____ 4. Would you be willing to pay at least the minimum wage?

Mobile homes and movers

____ 1. Have you employed anyone in your home in the last two years?
____ 2. Did you or persons you know need this service last year?
____ 3. Do you believe trained persons could be employed?
____ 4. Would you be willing to pay at least the minimum wage.

Equipment and appliances

____ 1. Have you employed anyone in your home in the last two years?
____ 2. Did you or persons you know need this service last year?
____ 3. Do you believe trained persons could be employed?
____ 4. Would you be willing to pay at least the minimum wage?

Clothing

____ 1. Have you employed anyone in your home in the last two years?
____ 2. Did you or persons you know need this service last year?
____ 3. Do you believe trained persons could be employed?
____ 4. Would you be willing to pay at least the minimum wage?

Social management: receptionist, social secretary

____ 1. Have you employed anyone in your home in the last two years?
____ 2. Did you or persons you know need this service last year?

____ 3. Do you believe trained persons could be employed?
____ 4. Would you be willing to pay at least the minimum wage?

Social management: personal contacts by letters, Telephone conferences

____ 1. Have you employed anyone in your home in the last two years?
____ 2. Did you or persons you know need this service last year?
____ 3. Do you believe trained persons could be employed?
____ 4. Would you be willing to pay at least the minimum wage?

Social management: parties, weddings

____ 1. Have you employed anyone in your home in the last two years?
____ 2. Did you or persons you know need this service last year?
____ 3. Do you believe trained persons could be employed?
____ 4. Would you be willing to pay at least the minimum wage?

Family financial advisor

____ 1. Have you employed anyone in your home in the last two years?
____ 2. Did you or persons you know need this service last year?
____ 3. Do you believe trained persons could be employed?
____ 4. Would you be willing to pay at least the minimum wage?

Others (Specify)________________________________

____ 1. Have you employed anyone in your home in the last two years?
____ 2. Did you or persons you know need this service last year?
____ 3. Do you believe trained persons could be employed?
____ 4. Would you be willing to pay at least the minimum wage?

F. Consultants for selection and construction of home furnishings

Selection and construction of draperies and curtains

____ 1. Have you employed anyone in your home in the last two years?
____ 2. Did you or persons you know need this service last year?
____ 3. Do you believe trained persons could be employed?

____ 4. Would you be willing to pay at least the minimum wage?

Selection and construction of slip covers and upholstering

____ 1. Have you employed anyone in your home in the last two years?

____ 2. Did you or persons you know need this service last year?

____ 3. Do you believe trained persons could be employed?

____ 4. Would you be willing to pay at least the minimum wage?

Selection and construction of cushions, pillows, accessories

____ 1. Have you employed anyone in your home in the last two years?

____ 2. Did you or persons you know need this service last year?

____ 3. Do you believe trained persons could be employed?

____ 4. Would you be willing to pay at least the minimum wage?

Selection and construction of furniture

____ 1. Have you employed anyone in your home in the last two years?

____ 2. Did you or persons you know need this service last year?

____ 3. Do you believe trained persons could be employed?

____ 4. Would you be willing to pay at least the minimum wage?

Selection and construction of linens

____ 1. Have you employed anyone in your home in the last two years?

____ 2. Did you or persons you know need this service last year?

____ 3. Do you believe trained persons could be employed?

____ 4. Would you be willing to pay at least the minimum wage?

Selection and construction of rugs

____ 1. Have you employed anyone in your home in the last two years?

____ 2. Did you or persons you know need this service last year?

____ 3. Do you believe trained persons could be employed?

____ 4. Would you be willing to pay at least the minimum wage?

G. Household Service Workers

General housekeeping duties for employed homemakers

____ 1. Have you employed anyone in your home in the last two years?
____ 2. Did you or persons you know need this service last year?
____ 3. Do you believe trained persons could be employed?
____ 4. Would you be willing to pay at least the minimum wage?

General housekeeping duties for one parent family

____ 1. Have you employed anyone in your home in the last two years?
____ 2. Did you or persons you know need this service last year?
____ 3. Do you believe trained persons could be employed?
____ 4. Would you be willing to pay at least the minimum wage?

General housekeeping duties for handicapped homemaker

____ 1. Have you employed anyone in your home in the last two years?
____ 2. Did you or persons you know need this service last year?
____ 3. Do you believe trained persons could be employed?
____ 4. Would you be willing to pay at least the minimum wage?

General housekeeping duties for visiting homemaker

____ 1. Have you employed anyone in your home in the last two years?
____ 2. Did you or persons you know need this service last year?
____ 3. Do you believe trained persons could be employed?
____ 4. Would you be willing to pay at least the minimum wage?

General housekeeping duties for housekeeper's assistant

____ 1. Have you employed anyone in your home in the last two years?
____ 2. Did you or persons you know need this service last year?
____ 3. Do you believe trained persons could be employed?
____ 4. Would you be willing to pay at least the minimum wage?

General housekeeping duties for housekeeper

____ 1. Have you employed anyone in your home in the last two years?

____ 2. Did you or persons you know need this service last year?

____ 3. Do you believe trained persons could be employed?

____ 4. Would you be willing to pay at least the minimum wage?

Management aide for public housing

____ 1. Have you employed anyone in your home in the last two years?

____ 2. Did you or persons you know need this service last year?

____ 3. Do you believe trained persons could be employed?

____ 4. Would you be willing to pay at least the minimum wage?

Special housekeeping duties: floor waxing and polishing

____ 1. Have you employed anyone in your home in the last two years?

____ 2. Did you or persons you know need this service last year?

____ 3. Do you believe trained persons could be employed?

____ 4. Would you be willing to pay at least the minimum wage?

Special housekeeping duties: window washing

____ 1. Have you employed anyone in your home in the last two years?

____ 2. Did you or persons you know need this service last year?

____ 3. Do you believe trained persons could be employed?

____ 4. Would you be willing to pay at least the minimum wage?

Special housekeeping duties: seasonal house cleaning

____ 1. Have you employed anyone in your home in the last two years?

____ 2. Did you or persons you know need this service last year?

____ 3. Do you believe trained persons could be employed?

____ 4. Would you be willing to pay at least the minimum wage?

Others (Specify) ______________________________

____ 1. Have you employed anyone in your home in the last two years?

_____ 2. Did you or persons you know need this service last year?
_____ 3. Do you believe trained persons could be employed?
_____ 4. Would you be willing to pay at least the minimum wage?

IV. PERSONAL CHARACTERISTICS VALUED FOR SUCCESS

Codes: (1) unnecessary (2) desirable (3) essential

_____ 1. To be neat and orderly in work.
_____ 2. To be clean and well-groomed.
_____ 3. To assume responsibility.
_____ 4. To carry out instructions.
_____ 5. To practice acceptable social skills.
_____ 6. To use good English in speaking.
_____ 7. To use good English in writing.
_____ 8. To accept criticism.
_____ 9. To be honest.
_____ 10. To admit own errors.
_____ 11. To be punctual.
_____ 12. To manage time wisely.
_____ 13. To show initiative.
_____ 14. To work well with others.
_____ 15. To be respectful and considerate of the property of others.
_____ 16. Others (Specify) ______________________________

V. COMPETENCIES NEEDED FOR HOME SERVICES

Code: (1) yes (2) No

Area A: Child Care Services

_____ 1. Physical Development
_____ 2. Mental Development
_____ 3. Social Development
_____ 4. Emotional Development
_____ 5. Other (Specify) ______________________________

Area B: Family Food Services

_____ 1. Planning
_____ 2. Selection
_____ 3. Purchasing
_____ 4. Preparation
_____ 5. Serving
_____ 6. Storage
_____ 7. Nutrition
_____ 8. Other (Specify) ______________________________

Area C: Clothing, Textiles and Home Furnishings

_____ 1. Identification of Textiles
_____ 2. Selection of Fabric

____ 3. Use of body measurements
____ 4. Use of other measurements
____ 5. Color selection
____ 6. Construction techniques
____ 7. Fitting
____ 8. Design (art principles)
____ 9. Care of textiles
____ 10. Other (Specify) ______________________________

Area D: Family Services

____ 1. Budgets
____ 2. Management
____ 3. Housekeeping
____ 4. Nutrition
____ 5. Purchasing
____ 6. Counseling
____ 7. Construction techniques
____ 8. Other (Specify) ______________________________

Area E: Supportive

____ 1. First Aid
____ 2. Reading
____ 3. Writing
____ 4. Drive Car
____ 5. Record Keeping
____ 6. Supervision
____ 7. Human Relationships
____ 8. Etiquette (good manners)
____ 9. Sanitation
____ 10. Decision Making
____ 11. Human Growth and Development
____ 12. Grooming
____ 13. Other (Specify) ______________________________

VI. CHARACTERISTICS OF EMPLOYMENT FOR HOME SERVICES

____ 1. Starting salary (hourly wage converted on basis of 40 hour week for monthly salary)
____ 2. Top salary (converted same as above)
____ 3. Working hours
4. Fringe benefits: (Code) (1) yes (2) no
____ 1. Uniforms
____ 2. Insurance
____ 3. Social Security
____ 4. Sick Leave
____ 5. Workman's Compensation
____ 6. Vacation Without Pay
____ 7. Vacation With Pay
____ 8. Overtime Pay
____ 9. Retirement Benefits

____ 10. Transportation

____ 11. Other (Specify)________________________________

VII. DESIRABLE ENTRY QUALIFICATIONS

____ 1. Age by years:
(01) under 16 (04) 36-45 (07) 66-75 (10) None
(02) 16-25 (05) 46-55 (08) 76-85
(03) 26-35 (06) 56-65 (09) over 85

____ 2. Sex: (1) Female (2) Male (3) Either

3. Highest educational level:
- ____ 1. Elementary School
- ____ 2. Junior High School
- ____ 3. Some High School
- ____ 4. High School
- ____ 5. Above High School

Specialized School
- ____ 6. Business School
- ____ 7. Vocational School
- ____ 8. Other (Specify)____________________________

4. Background of experience: Code (1) Yes (2) No
- ____ 1. No experience necessary
- ____ 2. Homemaking
- ____ 3. Domestic service
- ____ 4. Other (Specify)____________________________

5. Health: Code (1) Yes (2) No
- ____ 1. Examination
- ____ 2. No physical defects
- ____ 3. State Health Certification
- ____ 4. None
- ____ 5. Other (Specify)____________________________

6. Physical Abilities: Code (1) Yes (2) No
- ____ 1. Agility
- ____ 2. Eye-hand Coordination
- ____ 3. Finger Coordination
- ____ 4. Arm Strength (Lifting)
- ____ 5. Ability to Stand for Extended Periods
- ____ 6. Far, Near, or Depth Seeing
- ____ 7. Acute Hearing
- ____ 8. Specific Height or Weight
- ____ 9. No Specific Requirement
- ____ 10. Other (Specify)____________________________

7. Dress: Code (1) Yes (2) No
- ____ 1. Uniform
- ____ 2. Smocks
- ____ 3. Professional Business Attire
- ____ 4. Casual (dresses)
- ____ 5. Slacks, shorts

____ 6. Specific colors
____ 7. No requirements
____ 8. Other (Specify)____________________

VIII. PARTICIPATION IN EDUCATIONAL TRAINING

Code: (1) Yes (2) No

A. On-the-job training provided by home service unit:

____ 1. Individual instruction
____ 2. Training sessions
____ 3. Written materials
____ 4. None
____ 5. Other (Specify)____________________

B. Willingness to participate with secondary schools and post-secondary vocational schools in cooperative and educational activities to:

____ 1. Serve on an advisory committee?
____ 2. Offer in-service training for employees?
____ 3. Employ interested trainees on a part-time basis?
____ 4. Provide placement for work experience?

APPENDIX C

INSTRUCTIONS FOR INTERVIEWS

INSTRUCTIONS FOR USING THE INTERVIEW WITH HOMEMAKERS

Part I is to describe the home service employer.
Question 3 Exchange positions of Taylor and Counties.
Question 7 Please leave this one blank.

Part II is to describe the availability of home service occupations.

Part III is to define possible occupations available to the homemaker at home.

Part IV describes personal characteristics valued in employees.

Part V indicates competencies needed by employees for applicable areas.
Select areas that apply to the home service unit.

Part VI indicates characteristics of jobs provided by the home service unit.
Question 1 indicate the amount of the starting monthly salary.
Question 2 indicate the amount of the highest monthly salary.
Question 3 indicate number of hours per day.

Part VII describes qualifications considered desirable and/or necessary for entering home service employment.
Question 5 reads health requirements.
Question 7 Add lines to the left of 3-8.

Part VIII describes participation in training of employees by the home service unit.

A STUDY OF OCCUPATIONAL OPPORTUNITIES IN FLORIDA WHICH UTILIZE KNOWLEDGE AND SKILLS DERIVED FROM THE FIELD OF HOME ECONOMICS

INTERVIEW STEPS AND SUGGESTIONS

Steps	Suggestions
1. Arrange for the interview.	1. The telephone or a personal contact can be made. Often the situation dictates which one is most appropriate to use.
(a) Contact the right person.	(a) The personnel director or a person in a managerial position can provide the most reliable information.
(b) Identify yourself.	(b) Introduce yourself. State briefly the nature, purpose and sponsors of the study.
(c) Set interview time.	(c) Try to set a time convenient for the person you are to contact. Specify date, time, place and length of time for interview. Record all appointments.
(d) Refusals	(d) Emphasize importance of a complete study. Interview takes a short time. Tell interviewee that the material will be put through data processing which helps to insure anonymity.
2. Conducting the interview	2. Be on time. Have on hand all necessary materials: stapler, clipboard, pencils, forms and directions, pad of paper, etc.

INTERVIEW STEPS AND SUGGESTIONS--Continued

Steps	Suggestions
(a) Introduction	(a) Introduce yourself and briefly review the nature, purpose and sponsors of the study. Indicate the scope of the study and how schools and businesses were selected.
(b) Create the situation	(b) The interview should be conducted in private and relatively free from interference. The interviewer should try to create an informal and relaxed atmosphere. It should be made clear that the information gathered is confidential. The interview should be conducted in a businesslike manner. The person being interviewed should have the opportunity to ask questions.
(c) Begin the questioning.	(c) Be familiar with the questionnaire items, question sequence and nature of answers wanted before going to the interview. Take a passive part in the questioning, be neutral to the subject, be hesitant about suggesting answers. Provide interviewee with a copy of the questionnaire so that he can follow the questions with you.

INTERVIEW STEPS AND SUGGESTIONS--Continued

Steps	Suggestions
	Follow the interview form closely to avoid omissions. Secure answers to all the questions.
(d) Record answers	(d) Record responses accurately. Record answers clearly so that individuals analyzing results will work without confusion. Record a response for every question.
(e) Problems	(e) If interruptions do occur, re-orient the interviewee before continuing. Cross out mistakes; it is faster and neater than erasing.
3. Conclude the interview.	3. Recheck the questionnaire for omissions before leaving. Thank interviewee for his time and cooperation.

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